



## ADRIAN PUBLIC SCHOOLS

*Tradition of Opportunities*  
Future of Possibilities

### **Agenda**

Regular Meeting  
Monday, July 22, 2024  
AHS, 6:00 p.m.

#### **A. Call to Order**

1. Pledge of Allegiance
2. Approval of Agenda
3. Mission Statement
4. Good News Reports
5. Communications
  - a. Resignation of Rachel Whitaker, Head Start
  - b. Resignation of Kristen Friess, Head Start
  - c. Resignation of Riley Brown, Head Start

#### **B. Recommended Action**

1. Consent Agenda
  - a. Approval of June 24, 2024, Regular Minutes
  - b. Treasurer's Report ending June 30, 2024 (included in audit)
  - c. New Hires
    1. Cheryl King- Food Service
    2. Hayden Seegert, Grad Coach
    3. Stephanie Gordan, HS Media
2. Business Requiring Board Action
  - a. Approval to purchase food service equipment
  - b. Approval of revisions to board policy 3115
  - c. Acceptance of Donations
3. Business Requiring Future Board Action
  - a. First reading to review course books
  - b. First reading to name the Superintendent's Conference Room

#### **C. Reports from Superintendent and Staff**

- a. Facilities Survey

**D. Future Meetings and Business**

1. Board Committee Reports
2. Board Member Comments
3. Meeting Dates and Upcoming Events
  - a. BOE Meeting, August 12, 2024, 6:00 p.m.

**E. Public Comment** ('Request to Participate Form' must be filled out and given to Angie Schaffer before Section D (Future Meetings and Business) on the agenda

**F. Adjournment**

**In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.**

# EXECUTIVE SUMMARY

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

The resignation of Rachel Whitaker.

**EXPLANATION:**

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Rachel has submitted her resignation from Adrian Public Schools.

**RECOMMENDATION:**

The Superintendent recommends that the Adrian Board of Education acknowledge Rachel Whitaker's resignation effective June 24, 2024.

# EXECUTIVE SUMMARY

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

The resignation of Kristen Friess.

**EXPLANATION:**

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Rachel has submitted her resignation from Adrian Public Schools.

**RECOMMENDATION:**

The Superintendent recommends that the Adrian Board of Education acknowledge Kristen Friess' resignation effective August 1, 2024.

# EXECUTIVE SUMMARY

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

The resignation of Riley Brown.

**EXPLANATION:**

Under Board Policy 4223, the Superintendent is authorized to accept employee resignations or retirements on behalf of the Adrian Board of Education. Riley has submitted her resignation from Adrian Public Schools.

**RECOMMENDATION:**

The Superintendent recommends that the Adrian Board of Education acknowledge Riley Brown's resignation effective July 22, 2024.

MINUTES OF THE REGULAR MEETING OF THE ADRIAN BOARD OF  
EDUCATION, JUNE 24, 2024, ADRIAN HIGH SCHOOL, ADRIAN MI.

**MEETING CALLED  
TO ORDER**

President Ferguson called the meeting to order at 6:00 p.m.

The Pledge of Allegiance was recited.

**PLEDGE RECITED**

PRESENT: Trustees: Buku, Henagan, Solis-Gautz, and President Ferguson

ABSENT: Ballard, Baucher, Marks

Moved by Solis-Gautz, supported by Henagan, that the Adrian Board of  
Education approve the agenda.

**AGENDA  
APPROVED**

Motion carried.

Trustee Solis-Gautz recited the District's mission statement as a reminder of  
its purpose and direction.

**MISSION  
STATEMENT**

The board recognized the resignation of Amanda Burgermeister.

**COMMUNICATIONS**

Moved by Buku, supported by Henagan, that the board approve the  
consent agenda. The consent agenda included:

**CONSENT  
AGENDA**

- a. June 10, 2024, Regular Minutes
- b. June 10, 2024, Closed Session Minutes (handout)
- c. New Hires- Denver Bowman and Crissany Grayer

Motion carried.

Moved by Buku, supported by Solis-Gautz, that the board approve the 2023-  
24 budget amendments. Dan Peña shared that the District experienced an  
increase in revenue since the March amendment from state categorical  
funding, interest earnings, and ISD funding. In addition, the District has  
experienced a decrease in expenditures since the March amendment. The  
increased revenue and decreased expenditure have enabled the District to  
request a capital project transfer to allow the District to plan for needed  
maintenance and upgrades to facilities and technology.

**2023-24 BUDGET  
AMENDMENTS**

Motion carried.

Moved by Buku, supported by Solis-Gautz, that the board approve the 2024-  
2025 budget resolutions.

**2024-25 BUDGET  
RESOLUTIONS**

Motion carried.

Moved by Solis-Gautz, supported by Henagan, that the board approve  
membership into MHSAA.

**MHSAA**

Motion carried.

Moved by Henagan, supported by Solis-Gautz, that the board approve a request to transfer \$100,000 to the Capital Projects and Technology Fund on behalf of Head Start.

**HEAD START  
TRANSFER**

Motion carried.

Moved by Buku, supported by Solis-Gautz, that the board approve the request to transfer \$723,000 to the Capital Projects & Technology Fund for future facility repairs and a vehicle purchase.

**GENERAL FUND  
TRANSFER**

Motion carried.

Moved by Solis-Gautz, supported by Buku, that the board approve the purchase of cafeteria tables from Folding Equipment Company LLC for \$35,100 to be paid out of the District's Non-Profit Food Service Account.

**LINCOLN TABLES**

Motion carried.

Moved by Henagan, supported by Solis-Gautz, that the board approve the 2<sup>nd</sup> amendment to the Boys and Girls Club lease.

**BOYS AND GIRLS  
CLUB LEASE**

Motion carried.

Moved by Buku, supported by Solis-Gautz, that the board approve the tentative agreement with the Adrian Educational Support Personnel Association. Ms. Culley shared that the agreement included a 3-year contract; in year one, K-12 paraprofessionals will be placed on a new scale, food services will receive a 2% increase, and Head Start will receive a COLA. In year two, K-12 paraprofessionals will move up a step, and Head Start will receive COLA. In year 3, there will be an economic reopener. There were miscellaneous language changes, and the insurance hard cap will increase in year one.

**AESPA**

Motion carried.

Moved by Solis-Gautz, supported by Buku, that the board approve the Superintendent's annual goals. President Ferguson shared the six goals established by the board. They are implement year one of the "Lesson Plan," create a written and articulated Communications Plan for the District, implement the Productivity Rubric of Portrait of a Graduate, continue to offer opportunities for students, staff, and parents on topics such as mental health, bullying, race, religion, identity, cyberbullying, and sex trafficking, increase the number of Schools of Chice into the District over the previous year, and decrease the number of Schools of Choice out of the District over the previous year.

**SUPERINTENDENT  
GOALS**

Motion carried.

Moved by Henagan, supported by Buku, that the board approve and extend the Superintendent's contract, along with salary and merit goals.

**SUPERINTENDENT  
CONTRACT**

Motion carried.

Moved by Buku, supported by Solis-Gautz, that the board approve the purchase of NWEA MAP Growth K-12 assessments.

## **NWEA ASSESSMENTS**

Motion carried.

Moved by Solis-Gautz, supported by Buku, that the board approve the purchase of Savvas Learning Company for \$18,862.80 to be paid from the Curriculum Department's General Fund. Trustee Henagan expressed concern with the recommendation. After reviewing the material, she believed that additional resources were needed. She did not think that the minority population was receiving the recognition they deserved. Trustee Henagan wanted to have written assurance that supplemental material would be provided. A discussion ensued.

## **SOCIAL STUDIES CURRICULUM**

Motion carried.

## **MASB**

Moved by Henagan, supported by Buku, that the board approve membership into MASB for the 2024-25 school year. The dues are calculated based on the District's fall count.

Motion carried.

## **GRADUATING CLASS**

Moved by Solis-Gautz, supported by Henagan, that the board approve the Graduating Class of 2024.

Motion carried.

## **HEALTH CENTER**

Moved by Solis-Gautz, supported by Buku, that the board approve the naming of the health center at Springbrook. It will be named the Maple Health Center.

Motion carried.

## **DONATIONS**

Moved by Buku, supported by Solis-Gautz, that the board accept donations from Lenawee Community Foundation, Tau Delta Sorority, and JBS Design Services.

Motion carried.

## **FOOD SERVICE EQUIPMENT**

The board reviewed the request for new food service equipment for the High School cafeteria. Great Lakes Hotel Supply was the lowest bidder, and the District would like to purchase a dishwasher, hot carts, and a prep table. The goal is to have the new equipment installed before the start of the school year.

## **SUPERINTENDENT & STAFF REPORT**

Athletic Director O'Brien gave a recap of the Spring Season. This spring, Adrian Athletics won 2 SEC White Championships, 2 SEC White Coach of the Year honors, 3 All-SEC Athletes, 10 All-District Athletes, 3 All-Regional Athletes, 8 All-State Athletes, 3 Academic All-State Teams, 4 Academic All-State Athletes, and 2 teams finished top 10 in the state.

Trustee Buku reported the Finance Committee had met and discussed the food service equipment purchase, the 2023-24 budget amendments, and the 2024-25 budget.

**FINANCE  
COMMITTEE**

Trustee Henagan reported that the Curriculum Committee had met and discussed course books and the Social Studies curriculum.

**CURRICULUM  
COMMITTEE**

Moved by Buku, supported by Solis-Gautz, that the meeting be adjourned at 6:50 p.m.

**ADJOURNMENT**

Motion carried.

---

Beth Ferguson, President

---

Mike Buku, Secretary

## **EXECUTIVE SUMMARY**

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nikki Culley

### **PURPOSE:**

To recommend hiring a food service server for Alexander Elementary School.

### **EXPLANATION:**

Shelley Miller and her interview team recommend Cheryl King as a food service server at Alexander Elementary. Cheryl has several years of customer service experience.

### **RECOMMENDATION:**

The HR Director recommends hiring Cheryl King as a food service server at Alexander Elementary School, effective December 14, 2023.

## **EXECUTIVE SUMMARY**

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nikki Culley

### **PURPOSE:**

To recommend the hiring of a Graduation Coach for Adrian High School.

### **EXPLANATION:**

Sam Skeels and his interview team recommend Hayden Seegert as a Graduation Coach. Hayden has a background working in education and has several years of related experience.

### **RECOMMENDATION:**

The HR Director recommends that Hayden Seegert be hired as a graduation coach for the 2024-2025 school year.

## **EXECUTIVE SUMMARY**

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nikki Culley

### **PURPOSE:**

To recommend hiring a Media Paraprofessional for Adrian High School.

### **EXPLANATION:**

Sam Skeels and his interview team recommend Stephanie Gordon as Adrian High School's media paraprofessional. Stephanie is currently a high school coach and a long-term substitute.

### **RECOMMENDATION:**

The HR Director recommends that Stephanie Gordon be hired as the Media Paraprofessional at Adrian High School, effective for the 2024-2025 school year.

## **EXECUTIVE SUMMARY**

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Dan Peña

**PURPOSE:**

To approve a request to purchase new food service equipment for the Adrian High School cafeteria.

**EXPLANATION:**

Foodservice items in the Adrian High School cafeteria are reaching their end of life and need to be replaced. These items include a dishwashing machine, hot carts, and prep tables.

The Food Services Director has obtained four quotes, which are as follows:

Great Lakes Hotel Supply: \$123,557

Boelter Foodservice: \$139,048

Gold Star Products: \$144,102.10

Stafford-Smith, Inc: \$145,561

**RECOMMENDATION:**

The Business Manager recommends the Adrian Board of Education approve the request to purchase new food service equipment for the Adrian High School cafeteria from Great Lakes Hotel Supply for \$123,557. It will be paid out of the District's Non-profit Food Service Account.

## EXECUTIVE SUMMARY

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:** To approve changes to existing board policy 3115 & 3118 at the request of Thrun Policy Services.

**EXPLANATION:** Due to required legal updates to the Title IX policy in Public Schools, Thurn Law Firm recommends revising board policy 3318 and combining Title IX requirements with board policy 3115. This updated policy will reflect the required laws and guidelines.

**RECOMMENDATION:** The Superintendent recommends that the Adrian Board of Education approve changes to board policies 3115 and 3118.

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3115 ~~Non-d~~**Discrimination, Anti-Harassment, and Non-Retaliation (including Title IX and Elliott-Larsen Civil Rights Act)**

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex (including ~~pregnancy~~, gender identity, or expression, sexual orientation), pregnancy, childbirth, or a related condition, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally ~~prohibited~~protected basis in admission ~~or~~ access to District programs and activities.

~~B. Employee complaints of unlawful, or employment. Unlawful discrimination (including unlawful harassment) and unlawful retaliation are governed by Policy 4104. Employee complaints of Title IX sexual harassment are governed by Policy 3118, in District programs, services, and activities is prohibited.~~

~~Student complaints of unlawful~~ The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

~~A. Definitions: For definitions related to the District's non-discrimination (including anti-harassment), and unlawful non-retaliation are governed by policy, including examples of prohibited conduct, see Policy 3115A – Definitions.~~

~~B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 5202. Student complaints of Title IX sexual harassment are governed by 3115B – Designation of Coordinators.~~

~~C. Supportive Measures: For more information about supportive measures, see Policy 3118 3115C – Supportive Measures.~~

~~D. A contractor, volunteer, visitor, employee acting outside the scope of employment, or other non-student who believes he or she has been the subject of, or is otherwise aware of, unlawful discrimination (including harassment) or unlawful retaliation must timely file a good faith complaint alleging unlawful discrimination (including harassment) or unlawful retaliation using Form 4104-F with the Superintendent or, if a complaint is against the Superintendent, with the Board President. A complaint of unlawful discrimination (including harassment) or unlawful retaliation will be promptly and thoroughly investigated. The Superintendent or Board President will forward the complaint to one of the following, as applicable:~~

- ~~1. Title IX Coordinator;~~
- ~~2. Section 504 Coordinator; or~~
- ~~3. Civil Rights Coordinator.~~

~~E. Any person may also contact the Office for Civil Rights, U.S. Department of Education (“OCR”), by email at [OCR.Cleveland@ed.gov](mailto:OCR.Cleveland@ed.gov), by telephone at (216) 522-4970, or by fax at (216) 522-2573 regarding compliance with the regulations implementing Title VI, Title IX, Section 504, or any other applicable laws for which OCR has jurisdiction.~~

~~F. A contract to which the District is a party shall be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hire, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.~~

D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.

E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.

F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.

G. Pregnancy Discrimination: For more information about preventing and responding to pregnancy discrimination, see Policy 3115G – Additional Requirements to Prevent and Address Pregnancy Discrimination.

H. Training, Recordkeeping, and Notice: For more information about training requirements, recordkeeping protocols, and notice of the District’s non-discrimination policy, see Policy 3115H – Training Requirements, Recordkeeping, and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301-4335; et seq.; 42 USC §1983, 2000d et seq., 42 USC 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; Const 1963, art 29 CFR 1604.1, § 26; MCL 37. et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq., 37.2209.

Date adopted:

Date revised:

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3115A Definitions for 3115 Series**

A. The following definitions apply to the 3115 Policy Series, which address non-discrimination, anti-harassment, and non-retaliation:

1. "Appeals Officer" means a person who is designated to hear a determination appeal, a dismissal appeal, or a challenge to a Supportive Measures decision. The Appeals Officer must be a District employee and may not be the same person as the Coordinator, Decisionmaker, Investigator, or Informal Resolution Facilitator.
2. "Complainant" means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Unlawful Discrimination.
3. "Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged Unlawful Discrimination.
4. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or romantic relationships between students and District employees, volunteers, or contractors, regardless of age or consent, are prohibited.
5. "Coordinator" means the person(s) designated by the District to coordinate the District's compliance with state and federal non-discrimination laws. The Coordinator may be the same person as the Investigator and Decisionmaker.
6. "Day" means a day that the District's central office is open for business, unless otherwise indicated.
7. "Decisionmaker" means the person designated to issue a determination as to whether Unlawful Discrimination occurred. The Decisionmaker may be the same person as the Coordinator and Investigator.

8. “Disciplinary Sanctions” means consequences imposed on a Respondent following a determination that the Respondent engaged in Unlawful Discrimination.
9. “Grievance Procedure” means the process outlined in Policy 3115E.
10. “Informal Resolution Facilitator” means the person designated to facilitate an informal resolution process. The Informal Resolution Facilitator may not be the same person as the Investigator or the Decisionmaker.
11. “Investigator” means the person designated to investigate a complaint of Unlawful Discrimination. The Investigator may be the same person as the Coordinator and Decisionmaker.
12. “Key Role” means Coordinator, Investigator, Decisionmaker, Informal Resolution Facilitator, or Appeals Officer.
13. “Party” means a Complainant or Respondent.
14. “Relevant” means related to the allegations of Unlawful Discrimination under investigation as part of the Grievance Procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged Unlawful Discrimination occurred, and evidence is relevant when it may aid a Decisionmaker in determining whether the alleged Unlawful Discrimination occurred.
15. “Remedies” means measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District’s education program or activity limited or denied by Unlawful Discrimination. These measures are provided to restore or preserve that person’s access to the District’s education program or activity after the District determines that Unlawful Discrimination occurred.
16. “Respondent” means a person who is alleged to have violated the District’s prohibition on Unlawful Discrimination.
17. “Retaliation” means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District’s education program or activity, for the purpose of interfering with any right or privilege secured by the 3115 Policy Series, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 3115 Policy Series. Retaliation does not include a requirement that a District employee participate in a Grievance Procedure.
18. “Supportive Measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or

Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:

- a. Restore or preserve that Party's access to the District's education program or activity, including measures that are designed to protect the safety of the Parties or the District's educational environment; or
- b. Provide support during the District's Grievance Procedure or during an informal resolution process.

19. "Unlawful Discrimination" means to treat a person differently or less favorably due to the person's race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis or any other legally protected class, and includes unlawful harassment and retaliation based on a person's membership in a protected classification.

## B. Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

1. **Race, Color, or National Origin Harassment**, which is prohibited by Title VI and Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, or national origin harassment is unwelcome conduct based on a person's actual or perceived race, color, or national origin that creates a hostile environment or becomes a condition of continued employment. Race includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Race, color, or national origin harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct.

Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, or national origin harassment.

2. **Disability Harassment**, which is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a person's actual or perceived disability that creates a hostile environment or becomes a condition of continued employment. Disability harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

3. **Sex-Based Harassment**, which is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Michigan Elliott-Larsen Civil Rights Act, and includes harassment based on sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

a. **Quid Pro Quo Harassment**

An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

b. **Hostile Environment Harassment**

Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- i. The degree to which the conduct affected the Complainant's ability to access the District's education program or activity;
- ii. The type, frequency, and duration of the conduct;
- iii. The Parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each Party that may be relevant to evaluating the effects of the conduct;
- iv. The location of the conduct and the context in which the conduct occurred; and
- v. Other sex-based harassment in the District's education program or activity; or

c. **Specific Offenses**

- i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- ii. "Dating violence" means violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.

- iii. “Domestic violence” means felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the District, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- iv. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person’s safety or the safety of others; or (ii) suffer substantial emotional distress.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3115B Designation of Coordinators**

The District designates the following person(s) to serve as non-discrimination Coordinators:

Designated Title IX Coordinator

[TITLE IX COORDINATOR NAME OR POSITION/TITLE]

[TITLE IX COORDINATOR ADDRESS]

[TITLE IX COORDINATOR PHONE NUMBER]

[TITLE IX COORDINATOR EMAIL]

[Optional Second Title IX Coordinator:]

[TITLE IX COORDINATOR NAME OR POSITION/TITLE]

[TITLE IX COORDINATOR ADDRESS]

[TITLE IX COORDINATOR PHONE NUMBER]

[TITLE IX COORDINATOR EMAIL]

Designated Section 504 Coordinator

[SECTION 504 COORDINATOR NAME OR POSITION/TITLE]

[SECTION 504 COORDINATOR ADDRESS]

[SECTION 504 COORDINATOR PHONE NUMBER]

[SECTION 504 COORDINATOR EMAIL]

Designated Civil Rights Coordinator/Employment Compliance Officer

[CIVIL RIGHTS COORDINATOR NAME OR POSITION/TITLE]

[CIVIL RIGHTS COORDINATOR ADDRESS]

[CIVIL RIGHTS COORDINATOR PHONE NUMBER]

[CIVIL RIGHTS COORDINATOR EMAIL]

[NOTE (delete after drafting): The District may select more than one Coordinator per position and the same person may serve in multiple positions. If a District has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight over Title IX compliance responsibilities. That person should be identified in this Policy as the "Designated Title IX Coordinator."]

A Complaint against one of the Coordinators listed above may be made to the Superintendent or Board President. A Complaint against the Superintendent may be made to the Board President. A Complaint against the Board President may be made to the Board Vice President.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101

et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL  
37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3115C Supportive Measures**

##### **A. Supportive Measures**

The District will offer and coordinate Supportive Measures, as appropriate, for Complainants, Respondents, and others whose access to the District's education program and activity was impacted by alleged Unlawful Discrimination. Supportive Measures are designed to restore or preserve a person's access to the District's education program or activity or provide support during the District's Grievance Procedure and informal resolution process. Supportive Measures are available at any time, including before, during, and after the Grievance Procedure or Informal Resolution Process.

Supportive Measures must not unreasonably burden any Party.

##### **1. Examples of Supportive Measures**

Supportive Measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class, extracurricular, or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
- e. Training and education programs; and
- f. Mutual no-contact orders.

Any Party may seek modification or termination of a supportive measure applicable to them if circumstances materially change.

The District must not disclose information about any Supportive Measures to persons other than the person to whom they apply, unless necessary to provide the Supportive Measure or to restore or preserve a party's access to the education program or activity, or as otherwise authorized by law.

##### **B. Challenging Supportive Measures**

For allegations of Title IX Sex Discrimination, any Party may seek modification or reversal of a decision to provide, deny, modify, or terminate Supportive Measures applicable to them. To request a modification to Supportive Measures, the Party must submit a written request to the Title IX Coordinator. The Title IX Coordinator will designate an impartial employee as an Appeals

Officer to review the challenge. The Appeals Officer must be an employee, must not be the person who made the challenged decision, and must have the authority to modify or reverse Supportive Measures. The Appeals Officer will only modify or reverse a decision about Supportive Measures if the Appeals Officer determines that the initial decision to provide, deny, modify, or terminate the supportive measure is inconsistent with the definition of Supportive Measures in this Policy.

### C. Students with Disabilities

If a Party is a student with a disability, the applicable Coordinator or designee must consult with one of more members, as appropriate, of the student's Section 504 or Individualized Education Program Team (as applicable), to ensure compliance with Section 504 or the IDEA in the implementation of Supportive Measures.

Legal authority: 34 CFR 106.1 et seq.

Date adopted:

Date revised:

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3115D Informal Resolution**

In lieu of resolving a Complaint through the Grievance Procedure, and if offered by the District, the Parties may instead elect to participate in an informal resolution process. This process is not available to resolve a Complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Legal authority: 34 CFR 106.44

Date adopted:

Date revised:

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3115E Grievance Procedure and Remedies

##### A. Grievance Procedure

###### 1. Generally

The District has adopted the following Grievance Procedure that provides for the prompt and equitable resolution of Unlawful Discrimination, including harassment and retaliation, Complaints. This Grievance Procedure will be used to investigate and resolve Complaints of Unlawful Discrimination, including harassment and retaliation, between and among students, employees, volunteers, contractors, and Board members.

The District will treat Complainants and Respondents equitably.

The District requires that any individual serving in a Key Role not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. Individuals serving in a Key Role for a Title IX Sex Discrimination Complaint must meet the additional training requirements in Policy 3115H.

The District presumes that the Respondent is not responsible for the alleged Unlawful Discrimination until a determination is made at the conclusion of the Grievance Procedure.

a. Grievance Procedure Stages and Timeframes: The District has established the following stages and, where applicable, timeframes for the Grievance Procedure:

###### i. Evaluation

Upon receipt of a Complaint, the Coordinator will determine whether to proceed with an investigation or dismiss the Complaint consistent with Policy 3115F. For Title IX Sex Discrimination Complaints, this determination will occur within 5 days.

###### ii. Investigation

If the Complaint proceeds to the Investigation phase, the Coordinator will appoint an Investigator to conduct the investigation and provide notice of the allegations. The Coordinator may serve as the Investigator. For Title IX Sex Discrimination Complaints, the notice of allegations will be provided within 5 days. For Title IX Sex Discrimination Complaints, the Investigator will endeavor to complete the investigation within 60 days.

### iii. Evidence Access (Title IX Sex Discrimination Complaints Only)

For Title IX Sex Discrimination Complaints only, upon completion of the Investigation phase, the Parties will have 5 days to access and respond to the evidence as further explained below.

### iv. Decision

Upon completion of the Investigation, the Decisionmaker will endeavor to promptly issue a decision as to whether Unlawful Discrimination occurred. For Title IX Sex Discrimination Complaints, the decision will be issued within 10 days.

Unless otherwise determined by the applicable Coordinator based on unique circumstances, the Investigator will also serve as the Decisionmaker.

### v. Appeal Decision

If an appeal is permitted under Policy 3115F, that appeal must be submitted within 5 days from a Party's receipt of the determination.

At any point, the Coordinator, Investigator, Decisionmaker, or Appeals Officer may reasonably extend timelines on a case-by-case basis for good cause. If good cause exists, the Coordinator, Investigator, Decisionmaker, or Appeals Officer will notify each Party in writing within 5 days of the decision to extend the timelines. Such notice will include the reason and length of the extension. Good cause may include absence of a Party or witness; concurrent law enforcement activity; complexity of the underlying allegations; or the need for accommodations (e.g., language assistance or accommodation of disabilities).

## 2. Confidentiality

The District will take reasonable steps to protect the privacy of the Parties and witnesses during its Grievance Procedure. These steps will not restrict the ability of the Parties to obtain and present evidence, including consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the Grievance Procedure. The Parties may not engage in retaliation, including against witnesses.

## 3. Evidence Considerations

The Decisionmaker will objectively evaluate all evidence that is Relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness. For Title IX Sex Discrimination Complaints, the Decisionmaker must attempt to independently question and evaluate the credibility of Parties and witnesses if credibility is in dispute and Relevant.

#### 4. Complaint Consolidation

The District may consolidate Complaints when the allegations arise out of the same facts or circumstances.

#### 5. Notice of Allegations

Upon receiving a Complaint, the applicable Coordinator will notify the Parties of the following:

- a. The Grievance Procedure and any informal resolution process;
- b. Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), the conduct alleged to constitute Unlawful Discrimination, and the date(s) and location(s) of the alleged incident(s);
- c. Retaliation is prohibited; and
- d. For Title IX Sex Discrimination Complaints, the Parties are entitled to an equal opportunity to access the Relevant and not otherwise impermissible evidence or an accurate description of the evidence. If the District provides a description of the evidence, the Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon request.

If, during an investigation, the District decides to investigate additional allegations of Unlawful Discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a Complaint that is consolidated, the District will notify the Parties of the additional allegations.

#### 6. Investigation

The District will provide for adequate, reliable, and impartial investigation of Complaints. The burden is on the District — not on the Parties — to conduct an investigation that gathers sufficient evidence to determine whether Unlawful Discrimination occurred.

The Parties will be provided an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible. The Investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

Throughout the investigation, the Investigator must determine, what, if any, facts remain in dispute. If dispositive facts are not reasonably in dispute (e.g., based on Party admissions, irrefutable evidence), further investigation is not required.

## 7. Title IX Sex Discrimination Specific Evidence Rules

- a. Access to Evidence: For allegations of Title IX Sex Discrimination, the District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of Title IX Sex Discrimination and not otherwise impermissible, in the following manner:
  - i. The Investigator will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the Investigator provides a description of the evidence, the Investigator will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
  - ii. The Investigator will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
  - iii. The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the Grievance Procedure. Disclosure of such information and evidence for purposes of administrative proceedings or litigation related to the Title IX Sex Discrimination Complaint is authorized.
- b. Impermissible Evidence: The following types of evidence, and questions seeking that evidence, are impermissible regardless of whether they are relevant:
  - i. Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege is owed has voluntarily waived the privilege or confidentiality;
  - ii. A Party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the Party or witness, unless the District obtains that Party's or witness's voluntary, written consent for use in the Grievance Procedure; and
  - iii. Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Impermissible evidence will not be accessed or considered, except by the District to determine whether one of the above exceptions applies. Impermissible evidence will not be disclosed or otherwise used in the investigation.

## 8. Determination

Following the investigation and evaluation of all relevant and not otherwise impermissible evidence, the Decisionmaker will:

- a. Use the preponderance of the evidence standard to determine whether Unlawful Discrimination occurred. The Decisionmaker must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the Decisionmaker is not persuaded by a preponderance of the evidence that Unlawful Discrimination occurred, whatever the quantity of the evidence, the Decisionmaker will not determine that Unlawful Discrimination occurred.
- b. Notify the Parties in writing of the determination whether Unlawful Discrimination occurred, including the rationale for such determination and the procedures and permissible bases for the Complainant and Respondent to appeal, if applicable.
- c. Not discipline a Respondent for Unlawful Discrimination unless there is a determination at the conclusion of the Grievance Procedure that the Respondent engaged in unlawful discrimination.
- d. Comply with this Grievance Procedure before imposing any disciplinary sanctions against a Respondent.

## 9. Remedies

If there is a determination that Unlawful Discrimination occurred, the applicable Coordinator will, as appropriate:

- a. Coordinate the provision and implementation of remedies to a Complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by Unlawful Discrimination;
- b. Coordinate the imposition of any Disciplinary Sanctions against a Respondent. For a Title IX Sex Discrimination Complaint, notify the Complainant of any such Disciplinary Sanctions; and
- c. Take other appropriate prompt and effective steps to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity.

## 10. False Statements

A person who knowingly files a false Complaint or makes a materially false statement is subject to discipline, including discharge from employment or expulsion.

The District will not discipline a Party, witness, or others participating in a Title IX Sex Discrimination Complaint Grievance Procedure for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3115F Complaint Dismissal and Appeals**

##### **A. Complaint Dismissal**

The District may dismiss a Complaint if:

1. The District is unable to identify the Respondent after taking reasonable steps to do so;
2. The Respondent is not participating in the District's education program or activity and is not employed by the District;
3. The Complainant voluntarily withdraws any or all of the allegations in the Complaint, the applicable Coordinator declines to initiate a Complaint, and the District determines that, without the Complainant's withdrawn allegations, the conduct that remains alleged in the Complaint, if any, would not constitute Unlawful Discrimination even if proven; or
4. The District determines the conduct alleged in the Complaint, even if proven, would not constitute Unlawful Discrimination. Before dismissing the Complaint and if necessary, the District will make reasonable efforts to clarify the allegations with the Complainant.

Upon dismissal, the District will promptly notify the Complainant of the basis for the dismissal. If the dismissal occurs after the Respondent has been notified of the allegations, the District will also notify the Respondent of the dismissal and the basis for the dismissal promptly following notification to the Complainant, or simultaneously if notification is in writing.

Upon dismissal, the District will take prompt and effective steps, as appropriate, through the applicable Coordinator, to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity. The District will offer Supportive Measures to the Complainant as appropriate. The District will also offer Supportive Measures to the Respondent as appropriate if the Respondent has been notified of the Complaint allegations.

The District will notify a Complainant alleging Title IX Sex Discrimination that a dismissal may be appealed and will provide the Complainant with an opportunity to appeal the dismissal of a Complaint. If the dismissal occurs after the Respondent has been notified of the allegations, then the District will also notify the Respondent that the dismissal may be appealed.

##### **B. Complaint Dismissal Appeal – Title IX Sex Discrimination Only**

1. Complaint dismissals may be appealed within 5 days of receipt on the following bases:

- a. Procedural irregularity that would change the outcome;
- b. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- c. The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that would change the outcome.

2. If the dismissal is appealed, the District will:

- a. Notify the Parties of any appeal, including notice of the allegations, if notice was not previously provided to the Respondent;
- b. Implement appeal procedures equally for the Parties;
- c. Ensure that the Appeals Officer did not take part in an investigation of the allegations or dismissal of the Complaint;
- d. Ensure that the Appeals Officer has been trained consistent with the applicable federal regulations;
- e. Provide the Parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- f. Notify the Parties of the result of the appeal and the rationale for the result.

The Appeals Officer will affirm the dismissal if it met any of the above-listed standards for dismissal, unless the Appeals Officer determines that dismissal will result in unremedied Unlawful Discrimination.

#### C. Determination Appeal Procedure – Title IX Sex Discrimination Complaints Only

Any party may appeal the determination to the Title IX Coordinator, who will appoint an Appeals Officer to hear the appeal. The appeal must be filed within 5 days of receipt of the determination. The Appeals Officer will offer each Party the opportunity to submit a statement in support of the appeal or in support of the original determination. The Appeals Officer will issue a written decision on the appeal within 5 days of the deadline for the Parties to submit statements.

#### D. Determination Appeal Procedures – Other Complaints

Unless expressly stated in writing by the Decisionmaker, other determinations are not subject to appeal.

Legal authority: 34 CFR 106.1, et seq.

Date adopted:

Date revised:

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3115G Additional Requirements to Prevent and Address Pregnancy Discrimination

##### A. Pregnancy or Related Conditions

The District will not adopt or implement any policy, practice, or procedure, or take any action, on the basis of sex: (1) concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex; (2) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment that treats persons differently or that is based upon whether an employee or applicant for employment is the head of household or principal wage earner; (3) concerning pre-admission inquiries as to the marital status of an applicant for admission.

##### 1. Comparable Treatment to Other Medical Conditions

The District treats pregnancy or related conditions as any other temporary medical condition for all job-related purposes and with respect to any medical or hospital benefit, service, plan, or policy the District administers, operates, offers, or participates in with respect to students.

##### 2. Lactation Time and Space

The District will ensure access to and provide reasonable break time for an employee or student to express breast milk or breastfeed as needed.

The lactation space will be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and which may be used by an employee or student for expressing breast milk or breastfeeding as needed.

##### 3. Student Pregnancy or Related Conditions Additional Requirements

###### a. Employee Obligations

Unless the employee reasonably believes that the Title IX Coordinator has already been notified, when a student, or a person who has a legal right to act on behalf of the student, informs any employee of the student's pregnancy or related condition, the employee will promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity.

###### b. Title IX Coordinator Obligations

Upon receiving information that a student is pregnant or has a related condition, the Title IX Coordinator will take the steps below:

- i. Inform the student and the person who notified the District of the pregnancy or related condition (if that person has the legal right to act on behalf of that student) of the District's obligations and the student's rights;
- ii. Provide a copy of the District's notice of non-discrimination to the student and the person who notified the District of the pregnancy or related condition (if that person has the legal right to act on behalf of that student);
- iii. Make reasonable modifications to the District's policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the District's programs and activities. Any reasonable modification must be based on the student's individualized needs and made by consulting with the student. The student has the right to accept or reject any reasonable modifications. Any accepted reasonable modifications will be implemented;
- iv. Allow the student to voluntarily access any separate and comparable portion of the District's education program or activity;
- v. Allow the student to voluntarily take a leave of absence from the District's program or activity to cover (at a minimum) the period of time deemed medically necessary by the student's licensed healthcare provider. Upon return, the student will be reinstated to the academic status and extracurricular status (as applicable) that the student held before leave began;
- vi. Provide access to a lactation space; and
- vii. Not require supporting documentation unless the documentation is necessary and reasonable for the District to determine the reasonable modifications to make or whether to take additional actions to support the student.

c. Certificate to Participate

- i. The District will not require a student who is pregnant or has a related condition to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless: (i) the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity; (ii) the District requires such certification of all students participating in the class, program, or extracurricular activity; and (iii) the information obtained is not used as a basis for discrimination.

Legal authority: 34 CFR 106.40

Date adopted:

Date revised:

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3115H Training Requirements, Recordkeeping, and Policy Notice**

##### **A. Title IX Training Requirements**

The following individuals must receive training related to their duties under Title IX. Training may not rely on sex stereotypes.

##### **1. All Employees**

All District employees must be trained upon hiring and annually on:

- a. The District's obligation to address sex discrimination;
- b. The scope of conduct that constitutes sex discrimination under Title IX and its implementing regulations, including the definition of sex-based harassment;
- c. The obligation to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination;
- d. The obligation to provide a possible Complainant with the Title IX Coordinator's contact information and information about how to make a complaint of sex discrimination; and
- e. Notification requirements for pregnant students.

##### **2. Key Role Training**

- a. All Key Roles: Any individual who serves in a Key Role under Title IX must be trained upon hire, when Key Role duties change, and annually thereafter on:
  - i. All training requirements applicable to all employees;
  - ii. The District's obligations in responding to allegations of sex discrimination;
  - iii. The District's Grievance Procedure;
  - iv. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
  - v. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.
- b. Informal Resolution Facilitator

Individuals who serve as an Informal Resolution Facilitator must be trained upon hire, when Key Role duties change, and annually thereafter on:

- i. All training requirements applicable to all employees;
- ii. All training requirements applicable to Key Roles;
- iii. The rules and practices of the District's informal resolution process; and
- iv. How to serve impartially, including by avoiding conflicts of interest and bias.

c. Title IX Coordinator

Individuals who are designated as a Title IX Coordinator must be trained upon hire, when Key Role duties change, and annually thereafter on:

- i. All training requirements applicable to all employees;
- ii. All training requirements applicable to Key Roles;
- iii. All training requirements applicable to the Informal Resolution Coordinator;
- iv. The Coordinator's obligation to coordinate the District's efforts to comply with its responsibilities under Title IX;
- v. Supportive Measures;
- vi. The District's recordkeeping system;
- vii. Recordkeeping requirements; and
- viii. Any other training necessary to coordinate the District's Title IX compliance.

B. Other Coordinator Training Requirements

All other Coordinators and individuals assigned to serve in a Key Role outside of Title IX investigations must be adequately trained.

C. Record Keeping

The District will maintain the following records for a minimum of seven years:

- 1. For each Title IX Sex Discrimination Complaint, records documenting the informal resolution process or the Grievance Procedure, and the resulting outcome;
- 2. For each notification to the Title IX Coordinator about conduct that reasonably may constitute sex discrimination, including notifications received from District

employees, records documenting the actions the District took to meet its obligations in responding to sex discrimination; and

3. All materials used to provide training under Title IX.

D. Nondiscrimination Notice Requirement

The District will prominently post on its website and otherwise provide notice of nondiscrimination to students, parents, employees, applicants for admission and employment, and all unions and professional organizations with collective bargaining agreements with the District. The notice of nondiscrimination will comply with all applicable laws.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

Series 3000: Operation, Finance, and Property

3100 General Operations

~~31183115-F-1 Title IX Sexual Discrimination, Harassment Formal, and Retaliation~~  
Complaint Form

District Letterhead

This form is being submitted  
by:

☐ ~~Complainant~~ ☐ ~~Title IX Coordinator~~

Complainant  
Name:

~~Address:~~

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

If the Complainant is a student:

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

School Building  
Attending: \_\_\_\_\_

If the Complainant is an employee:

Job Title: \_\_\_\_\_ Building: \_\_\_\_\_

Complaint Details

~~Reporter's Name (if different than  
Complainant):~~

Reporter's Name and Relationship to  
Complainant:

~~Reporter's  
Address:~~

Reporter's  
Phone: \_\_\_\_\_

Reporter's Email: \_\_\_\_\_

Respondent's  
Name:

Respondent's  
Relationship  
to  
Complainant:

1. Describe the alleged ~~sexual harassment~~discrimination that you are requesting the District investigate. Please be specific. Describe the incident(s) and identify the individuals and

**~~31183115-F-1~~      ~~Title IX Sexual Discrimination, Harassment Formal, and Retaliation~~ Complaint Form**

potential witnesses involved. Describe or attach any evidence you believe is relevant. Attach additional pages if needed.

---

---

---

---

---

---

---

2. Describe the date/time/location(s) of the alleged incident(s).

---

---

---

---

---

---

---

3. What would you like the District to do to remedy the situation?

---

---

---

---

---

---

---

~~Complainant's/Coordinator's~~ Signature

Date

**~~Please submit this form to:~~**

~~{Title IX Coordinator Name}~~

~~{Title IX Coordinator Title}~~

**31183115-F-1 Title IX Sexual Discrimination, Harassment Formal, and Retaliation Complaint Form**

[School District Name]  
[Street Address]  
[City, State, Zip Code]  
[Title IX Coordinator Email Address]  
[Title IX Coordinator Phone Number]

For more information about the District's complaint investigation process, see Policies 3115 through 3115H.

A person alleging discrimination ~~by the District on the basis of sex~~ may file a ~~complaint~~ through Complaint using the District's ~~grievance procedure~~ Grievance Procedure. A ~~complaint~~ Complaint may also be filed at any time with the Office for Civil Rights (OCR), U.S. Department of Education, 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115. Filing a ~~complaint~~ Complaint with the District is not a prerequisite to filing with OCR. ~~For additional information about~~

Use of this form is not required, but it does assist the District's grievance procedure, please contact District in gathering data related to the Title IX Coordinator identified above. Complaint to ensure a prompt investigation. A Complainant's failure to use this form will not be the basis to delay an investigation.

## Series 3000: Operation, Finance, and Property

### 3100 General Operations

#### 3115-F-2 Sample Notice of Nondiscrimination

This notice must be included on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to students, parents/guardians, applicants for admission or employment, all unions and professional organizations holding collective bargaining or professional agreements with the recipient. If necessary for size restrictions, a District may instead include in those publications a statement that the District prohibits sex discrimination in its programs and activities and that individuals may report concerns or questions to the Title IX Coordinator, and provide a link where individuals can access the full notice on the District's website.

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment.

Inquiries about unlawful discrimination, including unlawful harassment and retaliation, may be referred to the District's applicable Coordinator and/or an agency with jurisdiction, such as the U.S. Department of Education's Office for Civil Rights, the Michigan Department of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Justice.

Designated Title IX Coordinator

[TITLE IX COORDINATOR NAME OR POSITION/TITLE]

[TITLE IX COORDINATOR ADDRESS]

[TITLE IX COORDINATOR PHONE NUMBER]

[TITLE IX COORDINATOR EMAIL]

[Optional Second Title IX Coordinator:]

[TITLE IX COORDINATOR NAME OR POSITION/TITLE]

[TITLE IX COORDINATOR ADDRESS]

[TITLE IX COORDINATOR PHONE NUMBER]

[TITLE IX COORDINATOR EMAIL]

Designated Section 504 Coordinator

[SECTION 504 COORDINATOR NAME OR POSITION/TITLE]

[SECTION 504 COORDINATOR ADDRESS]

[SECTION 504 COORDINATOR PHONE NUMBER]

[SECTION 504 COORDINATOR EMAIL]

Designated Civil Rights Coordinator/Employment Compliance Officer

[CIVIL RIGHTS COORDINATOR NAME OR POSITION/TITLE]

**3115-F-2 Notice of Availability of Informal Resolution**

[CIVIL RIGHTS COORDINATOR ADDRESS]  
[CIVIL RIGHTS COORDINATOR PHONE NUMBER]  
[CIVIL RIGHTS COORDINATOR EMAIL]

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available at [include link to location(s) on website or otherwise describe location(s)].

To report information about conduct that may constitute unlawful discrimination, including unlawful harassment and retaliation, or make a complaint of such conduct, please contact the applicable Coordinator listed above.

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3118 ~~Title IX Sexual Harassment~~ Nondiscrimination Covenant in Contracts with the District

A contract to which the District is a party shall be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hire, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.

~~Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.~~

~~This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two distinct complaints should be investigated under this Policy. Investigating other forms of discrimination, including harassment and retaliation, through this Policy will fulfill the District's investigation requirements under Policies 4104 or 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 4104 or 5202 or any other applicable Policy.~~

~~The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.~~

~~The Investigator, Decision-Maker, Appeals Officer, and any person designated to facilitate an informal resolution process cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process must meet the training requirements in Section M of this Policy.~~

~~Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~

## ~~A. Definitions~~

~~For purposes of this Policy, the below terms are defined as follows:~~

- ~~1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:~~
  - ~~a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;~~
  - ~~b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or~~
  - ~~c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).~~
    - ~~i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent."~~
      - ~~A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~
      - ~~B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~
      - ~~C) Sexual Assault With An Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~
      - ~~D) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving~~

~~consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.~~

~~E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.~~

~~F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.~~

~~ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.~~

~~iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.~~

~~iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.~~

~~2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.~~

~~3. "Appeals Officer" is the person designated by the District to handle appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision Maker, or person designated to facilitate an informal resolution process on a specific matter.~~

~~4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.~~

~~5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with~~

~~one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.~~

- ~~6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.~~
- ~~7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.~~
- ~~8. "Education Program or Activity" means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.~~
- ~~9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.~~
- ~~10. "Grievance Process" is the process by which the District handles Formal Complaints.~~
- ~~11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.~~
- ~~12. "Report" means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).~~
- ~~13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.~~
- ~~14. "Supportive Measures" are non-disciplinary, non-punitive, individualized services offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to~~

~~protect the safety of all parties or the District's educational environment, or deter sexual harassment.~~

~~15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.~~

#### ~~B. Posting Requirement~~

~~The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.~~

~~The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.~~

#### ~~C. Designation of Title IX Coordinator~~

~~The District designates the following person(s) as the Title IX Coordinator(s):~~

~~[TITLE IX COORDINATOR NAME OR POSITION/TITLE]~~

~~[TITLE IX COORDINATOR OFFICE ADDRESS]~~

~~[TITLE IX COORDINATOR PHONE NUMBER]~~

~~[TITLE IX COORDINATOR EMAIL]~~

#### ~~D. Reporting Title IX Sexual Harassment:~~

~~A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.~~

~~Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.~~

~~Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.~~

## ~~E. General Response to Sexual Harassment~~

### ~~1. District's Obligation to Respond without Deliberate Indifference~~

~~Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.~~

~~If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.~~

### ~~2. Response to Report of Title IX Sexual Harassment~~

~~Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.~~

### ~~3. Formal Complaint Filed~~

~~Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using the Title IX Sexual Harassment Formal Complaint Form.~~

### ~~4. Equitable Treatment~~

~~The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.~~

### ~~5. Documentation and Recordkeeping~~

~~The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.~~

~~The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.~~

## ~~6. Supportive Measures~~

~~After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.~~

~~The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.~~

~~Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.~~

~~Supportive measures are offered without charge to all parties and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.~~

~~Supportive measures may include, but are not limited to:~~

- ~~a. District-provided counseling;~~
- ~~b. Course-related adjustments, such as deadline extensions;~~
- ~~c. Modifications to class or work schedules;~~
- ~~d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and~~
- ~~e. No-contact orders.~~

~~All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.~~

## ~~7. Respondent Removal~~

### ~~a. Emergency Removal (Student)~~

~~The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with~~

~~Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.~~

~~b. Administrative Leave (Employee)~~

~~The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.~~

~~8. Law Enforcement~~

~~In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.~~

~~The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.~~

~~If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.~~

~~F. Grievance Process~~

~~1. Generally~~

~~The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.~~

~~Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.~~

~~The Grievance Process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.~~

~~Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.~~

~~At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.~~

~~Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.~~

~~After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.~~

## ~~2. Notice of Allegations~~

~~Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:~~

- ~~a. A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;~~
- ~~b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;~~
- ~~c. A statement that the Respondent is presumed not responsible for the alleged conduct;~~
- ~~d. A statement that a determination of responsibility is made at the Grievance Process's conclusion;~~
- ~~e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;~~
- ~~f. A statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and~~

~~g. If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during the disciplinary process, a citation to that portion of the Code of Conduct. If the Code of Conduct does not address false statements by students, the notice is not required to include any reference.~~

~~If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.~~

### ~~3. Informal Resolution~~

~~During the Grievance Process, after a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.~~

~~Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.~~

~~Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.~~

~~A party is not required to participate in an informal resolution process.~~

~~When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:~~

- ~~a. Allegations;~~
- ~~b. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;~~
- ~~c. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and~~
- ~~d. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared~~

### ~~4. Investigation~~

~~The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.~~

#### ~~a. Investigation Process~~

~~The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.~~

~~The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.~~

~~The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.~~

~~Parties may be accompanied by an advisor of their choice, including an attorney, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Superintendent or designee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).~~

~~The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.~~

~~As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.~~

~~The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.~~

~~Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at~~

~~least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.~~

~~b. Investigation Report~~

~~The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.~~

~~At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.~~

~~The Investigator will endeavor to complete the investigation and finalize the report within 60 days.~~

~~5. Determination of Responsibility~~

~~The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.~~

~~Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:~~

- ~~a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and~~
- ~~b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.~~

~~Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.~~

~~If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.~~

~~The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:~~

- ~~a. Identification of the sexual harassment allegations;~~

- ~~b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
  - ~~i. Notification to the parties;~~
  - ~~ii. Party and witness interviews;~~
  - ~~iii. Site visits;~~
  - ~~iv. Methods used to collect evidence; and~~
  - ~~v. Hearings held.~~~~
- ~~c. Factual findings that support the determination;~~
- ~~d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;~~
- ~~e. A statement of, and rationale for, the result as to each allegation, including:
  - ~~i. A determination of responsibility;~~
  - ~~ii. Any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and~~
  - ~~iii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.~~~~
- ~~f. Appeal rights.~~

## ~~6. Appeals~~

~~Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.~~

~~Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:~~

- ~~a. A procedural irregularity that affected the outcome.~~
- ~~b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.~~
- ~~c. The Title IX Coordinator, Investigator, or Decision Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.~~

- d. ~~[District may choose to include additional appeal grounds, but should consult with legal counsel before doing so.]~~

~~An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.~~

~~Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.~~

~~The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.~~

~~The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.~~

~~The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.~~

## ~~G. Dismissal~~

### ~~1. Mandatory Dismissals~~

~~The Title IX Coordinator must dismiss a Formal Complaint if:~~

- ~~a. The Formal Complaint's allegations, even if proven, would not constitute sexual harassment as defined in this Policy;~~
- ~~b. The Formal Complaint's allegations did not occur in the District's programs or activities; or~~
- ~~c. The Formal Complaint's allegations did not occur in the United States.~~

### ~~2. Discretionary Dismissals~~

~~The Title IX Coordinator may dismiss a Formal Complaint if:~~

- ~~a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;~~
- ~~b. The Respondent's enrollment or employment ends; or~~
- ~~c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed~~

~~between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).~~

~~The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.~~

~~Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.~~

#### ~~H. Consolidation of Complaints~~

~~The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.~~

#### ~~I. Remedies and Disciplinary Sanctions~~

~~The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.~~

~~Appropriate remedies will be based on the circumstances and may include, but are not limited to:~~

- ~~1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;~~
- ~~2. Offering the parties school-based counseling services, as necessary;~~
- ~~3. Providing the parties with academic support services, such as tutoring, as necessary;~~
- ~~4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;~~
- ~~5. Moving the Complainant's or the Respondent's locker or work space;~~
- ~~6. Issuing a "no contact" directive between the Complainant and Respondent;~~
- ~~7. Providing counseling memoranda with directives or recommendations.~~

~~These remedies may also be available to any other student or person who is or was affected by the sexual harassment.~~

~~The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining~~

~~agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.~~

~~After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:~~

- ~~1. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;~~
- ~~2. Additional staff training;~~
- ~~3. A climate survey; or~~
- ~~4. Letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.~~

~~If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.~~

#### ~~J. False Statements~~

~~Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.~~

#### ~~K. Confidentiality~~

~~The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.~~

#### ~~L. Retaliation~~

~~Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.~~

~~The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.~~

~~When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.~~

~~Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.~~

#### ~~M. Training~~

~~All District employees must be trained on how to identify and report sexual harassment.~~

~~Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:~~

- ~~1. The definition of sexual harassment;~~
- ~~2. The scope of the District's education programs or activities;~~
- ~~3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and~~
- ~~4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.~~

~~Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.~~

~~Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.~~

~~Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.~~

#### ~~N. Record Keeping~~

~~The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.~~

~~The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.~~

#### ~~O. Office for Civil Rights~~

~~Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:~~

~~U.S. Department of Education Office for Civil Rights  
1350 Euclid Avenue, Suite 325  
Cleveland, Ohio 44115  
Phone: (216) 522-4970  
E-mail: OCR.Cleveland@ed.gov~~

~~An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.~~

~~Legal authority: Education Amendments Act of 1972, 20 USC §§1681–1688; 34 CFR Part 106 MCL 37.1101 et seq., 37.2101 et seq., 37.2209~~

Date adopted:

Date revised:

**~~Series 3000: Operation, Finance, and Property~~**

**~~3100 General Operations~~**

**~~3118-F-1 Title IX Sexual Harassment Formal Complaint Form~~**

**District Letterhead**

This form is being submitted by: ☐ ~~Complainant~~ ☐ ~~Title IX Coordinator~~

Complainant Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ -Email: \_\_\_\_\_

**~~If the Complainant is a student:~~**

~~Date of Birth:~~ \_\_\_\_\_ ~~-Grade:~~ \_\_\_\_\_

~~School Building Attending:~~ \_\_\_\_\_

**~~If the Complainant is an employee:~~**

~~Job Title:~~ \_\_\_\_\_ ~~-Building:~~ \_\_\_\_\_

**Complaint Details**

~~Reporter's Name (if different than Complainant):~~ \_\_\_\_\_

~~Reporter's Relationship to Complainant:~~ \_\_\_\_\_

~~Reporter's Address:~~ \_\_\_\_\_

~~Reporter's Phone:~~ \_\_\_\_\_ ~~-Reporter's Email:~~ \_\_\_\_\_

~~1. Describe the alleged sexual harassment that you are requesting the District investigate. Please be specific. Describe the incident(s) and identify the individuals and potential witnesses involved. Describe or attach any evidence you believe is relevant. Attach additional pages if needed.~~

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3118-F-1 Title IX Sexual Harassment Formal Complaint Form**

~~2. Describe the date/time/location(s) of the alleged incident(s).~~

---

---

---

---

---

---

~~3. What would you like the District to do to remedy the situation?~~

---

---

---

---

---

---

~~Complainant's/Coordinator's Signature~~

~~Date~~

~~Please submit this form to:~~

~~{Title IX Coordinator Name}~~

~~{Title IX Coordinator Title}~~

~~{School District Name}~~

~~{Street Address}~~

~~{City, State, Zip Code}~~

~~{Title IX Coordinator Email Address}~~

~~{Title IX Coordinator Phone Number}~~

~~A person alleging discrimination by the District on the basis of sex may file a complaint through the District's grievance procedure. A complaint may also be filed at any time with the Office for Civil Rights (OCR), U.S. Department of Education, 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115. Filing a complaint with the District is not a prerequisite to filing with OCR. For additional information about the District's grievance procedure, please contact the Title IX Coordinator identified above.~~

# EXECUTIVE SUMMARY

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nate Parker

**PURPOSE:**

To accept donations from the community.

**EXPLANATION:**

- Maple Fans Club donated \$5,800 to the Cheer team and Girls' volleyball.
- Aramark donated hand soap with an approximate value of \$469.52 to Head Start.
- Aramark donated various items to Adrian Public Schools with an approximate value of \$1,500.49

**RECOMMENDATION:**

The Superintendent recommends that the Adrian Board of Education accept these donations and thank them for their support.

## **EXECUTIVE SUMMARY**

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Derrick Richards  
Nate Parker

### **PURPOSE:**

To review the course offerings for all District K-12 schools.

### **EXPLANATION:**

The course listings (elementary) and course books (secondary) represent the academic offerings at Alexander Elementary, Lincoln Elementary, Michener Elementary, Prairie Elementary, Springbrook Middle School, High School, and Adrian Community High School. Our local auditor suggests that having courses approved on an annual basis is a best practice.

### **RECOMMENDATION:**

The Assistant Superintendent of Curriculum and Instruction and Superintendent recommends that the Adrian Board of Education approve the course offerings at the next board meeting.

# Adrian Public Schools

## Elementary Courses



*Tradition of Opportunities*

**Future of Possibilities**

## **Y5/Kindergarten**

### Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

### Non-Core Classes

- Art
- Music
- Physical Education
- Technology

## **1<sup>st</sup> Grade**

### Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

### Non-Core Classes

- Art
- Music
- Physical Education
- Technology

## **2<sup>nd</sup> Grade**

### Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

### Non-Core Classes

- Art
- Music
- Physical Education
- Technology

## **3<sup>rd</sup> Grade**

### Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

### Non-Core Classes

- Art
- Music
- Physical Education
- Technology

## **4<sup>th</sup> Grade**

### Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

### Non-Core Classes

- Art
- Music
- Physical Education
- Technology

## **5<sup>th</sup> Grade**

### Core Classes

- Reading and Writing
- Mathematics
- Science
- Social Studies

### Non-Core Classes

- Art
- Music
- Physical Education
- Technology

### **Interventions**

- Reading and Writing
- Mathematics
- English Second Language
- Special Education

**ADRIAN PUBLIC SCHOOLS**

*Tradition of Opportunities*  
Future of Possibilities



# **Springbrook Middle School**

Program of Studies  
2024-2025

# Springbrook Middle School Course Descriptions

**2024-2025**

## English Language Arts

### **Language Arts 6**

Students will analyze and reflect upon the various styles, structures, and functions of literature. They will read a variety of short fiction, novels, and nonfiction text. They will critique and compare literary selections and make connections to life experiences. Students will also write in a variety of forms for different purposes and audiences. They will use the writing process to publish personal narratives, a persuasive essay, an analysis of a cause and effect relationship, as well as reflective and creative writing pieces. Students will also conduct research for an oral presentation.

### **Language Arts 7**

Students will develop a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational, and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. Each unit's methods encourage students to be independent, engaged and empowered learners who value close reading, idea generation, drafting, and revision individually as well as collaboratively. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

### **Language Arts 8**

Eighth-grade students will develop a critical foundation in reading and writing narrative, informational, and argument texts. Through analysis and production of texts in these three modes, students become more adept readers, thinkers, and writers. Across the year, they come to understand the distinctions between narrative, informational, and argument texts by studying fiction and nonfiction in a variety of formats and developing a more thorough understanding of audience and purpose when both reading and writing. Each unit's methods encourage students to be independent, engaged and empowered learners who value close reading, idea generation, drafting, and revision individually as well as collaboratively. The first two units facilitate the use of the notebook for close reading and generative writing of narrative in addition to developing the classroom writing community. The focus on understanding and using the elements of argument underpins three of the units (Argument Paragraph, Literary Essay, and Writing the Argument), supporting students in becoming more competent producers of argument in both written and spoken form. The informational reading and informational essay units steep students in how to critically read nonfiction, as well as analyze and use text structures, central ideas, and supporting details to craft an informational text.

### **Encore ELA**

In Encore English Language Arts students will receive additional ELA instructions and intervention to support them in being successful as readers and writers. This class will use a reduced student-to-teacher ratio and allow for a more targeted and individualized approach to supporting students who are behind grade level in English Language Arts.

## **Journalism**

Journalism is an elective course where students will learn the fundamentals of newspaper production. Journalism students will also be given the opportunity to control, create, and produce the content for the school's newspaper. In addition to learning journalistic writing, AP style, interview techniques, and other best practices, students may also learn the ethics, law, and history of journalism. However, the majority of the coursework for the class will include reporting, interviewing, writing, editing, teamwork, and publication management. Students will also learn the art of photography, videography and video editing, as well as having opportunities to be either behind or in front of the camera as a broadcaster or reporter.

## **ELL**

A student identified as speaking a primary or home language other than English is potentially eligible for ELL/ESL/ELD services.

This course introduces students to basic structures and vocabulary of the English language through the skills of listening, speaking, reading, and writing.

Students learn strategies in order to advance their listening, speaking, reading, writing and pronunciation skills.

## **Science**

### **Science 6**

Students will be able to practice scientific reasoning through constructing models, forming questions, and executing and evaluating scientific investigations. Students will be able to describe forces and their interactions, explore energy and its transfer, examine ecosystems and their energy dynamics, and analyze how systems of the Earth function together. Students will build their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

### **Science 7**

Students will be able to practice scientific reasoning through constructing models, forming questions, and executing and evaluating scientific investigations. Students will be able to explore waves and their applications in informational transfer, examine the organization of life from cells to organisms, analyze heredity and genetics, as well as describe Earth's place in the universe. Students will deepen their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

### **Science 8**

Students will be able to practice scientific reasoning through constructing models, inquiry, and multiple trials and evaluations of scientific investigations. Students will be able to describe the properties of matter and their interactions, analyze the results of interactions between the hydrosphere and atmosphere, explore human impact on Earth's environment, and examine biological unity and diversity. Students will augment and enrich their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

### **Accelerated Science 8**

Students in this course will experience Science 8 curriculum through a challenging and rigorous approach, due to its faster pace, deeper content exploration, and student-directed learning opportunities. Students will compete in the Tri-County STEM Fair and other extra-curricular science learning opportunities. Students will be able to practice scientific reasoning through constructing models, inquiry, and multiple trials and evaluations of scientific investigations. Students will be able to describe the properties of matter and their interactions, analyze the results of interactions between the hydrosphere and atmosphere, explore human impact on Earth's environment, and examine biological unity and diversity. Students will augment and enrich their understanding of scientific processes, use engineering practices, and build connections through previously learned cross-topical concepts.

# Mathematics

## **6th grade Math**

Students will begin the course by building and reinforcing operations using decimals. Students will continue their understanding of fractions by modeling the division of fractions. Students will calculate rates and ratios using real-world situations. Students will apply their knowledge of rational numbers using number lines. Students will then begin to explore basic algebraic and geometry concepts including expressions, equations, inequalities, area of polygons, and volume/surface area of rectangular prisms. Students will end the year with an overview of statistics by learning to describe and summarize numerical data sets. 6th-grade math will enhance a student's understanding of number sense and visual representations of their mathematical practices.

## **7th Grade Math**

Students will explore rational numbers and calculate all four operations with integers. Expressions will be translated between algebraic expressions and words. Students will solve one and two-step equations and inequalities. Rates and proportions will be investigated and applied to solve mathematical problems that appear in real-life situations. Geometric concepts of angle measurements, surface area, and volume will be examined and applied to real-life situations. Students will learn to collect and analyze data with various graphs and statistics.

## **8th Grade Math**

Students will explore and identify number systems and apply operations within those systems. Write, solve, interpret and graph linear equations and systems of equations. Real life scenarios are modeled with equations and systems of equations. Write, solve, interpret, graph, and compare functions. Real-life scenarios are modeled with functions. Students will investigate bivariate data and make calculations and predictions based on the data. Geometric concepts of congruence and similarity, volume, and Pythagorean Theorem are examined. Scientific notation and exponents will be used for calculations.

## **Advanced 7/8 Math**

~~Students will explore concepts of Math 7 and Math 8 within one year of study. Students will have weekly Khan Academy lessons to assist in the pacing of the concepts. This course has a rigorous pace and topic depth. Students will explore various number systems and calculate all four operations within them. Algebraic expressions, Equations, and inequalities will be translated, solved, and graphed. Students will solve 1, 2 and multi-step equations. Real-world scenarios are represented with functions. Rates and proportions will be investigated and applied to solve mathematical problems that appear in real life situations. Geometric concepts of circles, angle measurements, surface area, and volume will be examined and applied to real life situations. Pythagorean Theorem will be explored and applied to real-world scenarios. Students will learn to collect and analyze data with various graphs and statistics. Theoretical probability and compound probability are compared with various experimental probability tasks.~~

## **Algebra I**

Students will work with multi-step equations in various forms. Linear and exponential functions will be described in words and other data forms and then written in an algebraic form which will be solved by a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, and inequalities and solve algebraic equations and inequalities. Students will calculate addition, subtraction and multiplication with polynomials. Quadratic equations will be modeled and solved.

## **Geometry**

Students will be able to translate between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two, and three dimensions.

### **Encore Math**

Encore Math is designed to address skill gaps students may have. Assignments are determined by test scores (NWEA, APS) and/or teacher recommendations. The program addresses the needs and operating level of each student and assigns skills to be mastered accordingly. The course is designed as an intervention that complements the classroom instruction, core curriculum, and state standards. The goal of this course is to help each student improve their math skills and gain confidence in their ability.

### **MS Personal Finance & Career Preparation**

Students will explore and gain knowledge in topics such as balancing bank accounts, budgeting, investing, basic financial tracking, how to fill out applications, build resumes, interview for jobs, and career exploration.

## **Social Studies**

### **6th Grade Social Studies**

Students will learn about the fundamental tools of geography while focusing primarily on the Western Hemisphere. Students will demonstrate geographical knowledge of the United States & Canada and Latin American world regions as well as ancient civilizations of Mesoamerica. Students will also be exposed to introductory concepts of civics and economics.

### **7th Grade Social Studies**

Students will explore major historical events and belief systems from the migrations of early man to 300 B.C.E. They will also encounter the world, both physical and human, as they explore the Five Themes of Geography. From here, they will move on to see how Civics and Economics play a role in their lives.

### **8th Grade U.S. History**

Students will be able to cite key US events from the Road to the Revolution (1763-1776) to Growth in the West (1860 to 1900s) and relate these events to historical developments in other parts of the world. Students will demonstrate knowledge of people, events, ideas, institutions, and movements which contributed to the development of the United States. Students will be able to recognize and identify cultural traditions which are common to the American people and those which complement its diversity.

## **Foreign Language**

### **6th-grade Spanish**

6th-grade Spanish is an introduction to the Spanish language and culture. Students will be able to carry a basic conversation and read, and write basic language skills. Students will be able to identify Spanish-speaking countries around the world and identify the similarities and differences between the culture and traditions in Spanish-speaking countries.

### **7th-Grade Spanish**

Students will continue their introduction to the Spanish language as they work to develop language learning skills through listening, speaking, reading, writing, and discussion about Hispanic culture. Students will learn a general Spanish that will help them with many of the Spanish-speaking countries as they learn through units including everyday life, family, getting around town, school life, and getting to know one another.

## **8th Grade Spanish**

Students become more versed in the structure of the Spanish language as they gain more ability in writing, reading, listening, and speaking. The students continue learning about the culture of the Spanish-speaking people and countries. Students will learn through units covering everyday activities, living environments, free time activities, work around the home, and exploring a town.

## **MUSIC**

### **6<sup>th</sup> Grade Band:**

In this course, students will begin or continue training on an individually chosen instrument. This performance-based class will help students develop a repertoire of techniques and expose them to a wide variety of music. Throughout this course, students will improve tone, posture, and technique. Students will also study new music terms, rhythms, meters, and alternate fingerings. Students will perform a minimum of three concerts.

### **7<sup>th</sup> Grade Band**

In this course, students will continue training on an individual instrument. Students will perform in both small and large ensembles. This performance-based class will help students expand their repertoire of techniques and expose them to diverse genres of music. Students will also expand upon their knowledge of rhythm and music theory. Students in the 7th-grade band may choose to perform at solo and ensemble festivals. This ensemble will perform a minimum of three concerts including a performance at the district band festival.

### **8<sup>th</sup> Grade Band**

In this course, students will continue training on an individual instrument. Students will perform in both small and large ensembles. This performance-based class will help students expand their repertoire of techniques and expose them to diverse genres of music in order to prepare students for participation in a high school ensemble. Students will also expand upon their knowledge of rhythm and music theory. Students in the 8th-grade band may choose to perform at solo and ensemble festivals. This ensemble will perform a minimum of three concerts, including a performance at the district band festival.

### **6th Grade Orchestra**

This performance-based class allows any middle school student the opportunity to explore music using stringed instruments--violin, viola, and cello. Students interested in playing bass in the future must begin on Cello. As they begin their orchestral adventure, students will learn the skills necessary to perform on their chosen instrument (intonation, rhythm, tone, technique, interpretation) as well as experience a wide variety of repertoire, performances, and creative events. Students will perform at least 3 times outside of the "regular" school day.

### **7<sup>th</sup> Grade Orchestra**

The orchestra is for students with at least one year of playing experience, or is in the 7th grade. a course that provides instruction designed to improve and increase playing skills on the violin, viola, cello or bass in a performance-based setting. Students will participate in the Orchestra festival in the spring as well as other large group playing events outside of the regular school day. Students may participate in spring solo & ensemble festival but it is not required. The basics of music theory and history are covered in relation to the music performed in class.

### **8<sup>th</sup> Grade Orchestra**

This course is for students that have been playing for at least 2 years. that provides continued instruction on the student's individual stringed instruments and challenges them with skills needed to be learned in preparation for the High School orchestra. Skills such as vibrato, shifting, different finger patterns, and key signatures will be covered. Students will participate in the Orchestra festival, as well as 3-4 concert/clinic opportunities outside of the regular school day. Students may continue to participate in spring solo & ensemble, but it is not required.

### **Choir (6th-7th-8th)**

In this course, students will begin or continue vocal training. Students will study a wide variety of repertoire throughout the year, with emphasis on 2 and 3-part harmony. Students will also focus on the fundamentals of proper vocal techniques, sight-singing, applied music theory, and several styles of music. All students are coached on the art of stage presence and essential criteria in successfully performing a piece of music. Students will participate in the MSVMA festival in March. Students will perform concerts in December, March, and May. Students will prepare for high school choir as they build sight singing skills, knowledge of theory concepts, and work with more challenging vocal repertoire.

## **PHYSICAL EDUCATION & HEALTH**

### **Physical Education (6th-7th-8th)**

Students will be involved in many sports and activities both indoors and outdoors. They will be doing cardiovascular and aerobic activities each day in class. Skills and rules to games such as, but not limited to, football, soccer, basketball, volleyball, bowling, tennis, floor hockey, team handball, and softball will be taught. Students will participate in fitness testing at least twice a year by doing the Fitnessgram Pacer Test and or The Presidential Fitness Test.

### **Health (incorporated in PE)**

~~In 6th-grade health class students will cover Alcohol, Tobacco, and Drug awareness and avoidance; Emotional and Social Health; Physical Activity and Nutrition; Automobile, Internet, and school safety; and the district-adopted Growth and Development curriculum.—~~

~~\*The 7th and 8th grade health units are covered in a student's 12-week technology course. During the course, students will examine the structure and function of the male and female reproductive anatomy. They will learn the behaviors that put one at risk for HIV and other sexually transmitted infections as well as the methods of prevention. Students will understand the importance of communication and decision-making skills when developing healthy relationships. This course is an abstinence-based curriculum. Parents may review the curriculum and also choose to opt their child out by contacting the Springbrook Office.—~~

### **Encore Physical Education**

Students will have the opportunity to create an individualized fitness program suited to their needs. This will allow them to design, follow and monitor a fitness program suited to their individual needs. Students will also be focusing on some lifetime activities as a class. We will be doing cardiovascular and workout circuits ensuring the students know how to do those activities as they age.

### **MS Advanced Physical Education**

The MS Advanced Physical Education Program focuses on basic principles & fundamentals of total athletic development. Weight training, speed & agility, flexibility, and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

## **ART**

### **6th Grade Art**

In 6<sup>th</sup> grade, students focus on further developing skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

### **7th Grade Art**

In 7<sup>th</sup> grade, students focus on further developing skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons include painting, drawing. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

### **8th Grade Art**

In 8<sup>th</sup> grade, students continue to develop technique and creative problem-solving skills, as we continue to focus on the elements and principles of art. Two-dimensional lessons include painting, drawing, and mixed media. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the class.

### **Art Exploration**

This course will allow students to further explore their interest in the visual arts. Both 2-D and 3-D art will be completed using a variety of art media. Students will have the opportunity to work on both individual and group projects during this class.

## **ELECTIVES**

### **Robotics**

Allows sixth-grade students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as drag race cars, spinning signs, and rotating bridges.

### **Introduction to Computer Science**

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cyber security. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

### **PLTW**

Gateway Course Description: Students will be infused with engineering and testing projects in this classroom. They will use computer simulations to advance their knowledge in aerospace and civil engineering. This class will engage students to design and create a project a week. We will test and build different types of rockets throughout the trimester.

Engineering Essentials course Description: Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens. ■

2024/25 will be Science of Technology (like this year) with the following course description. In Science of Technology (ST) students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, discovering the properties of nanomaterials, and building roller coasters.

### **Technology**

This course is designed to help students become digitally literate to better meet the demands of the 21<sup>st</sup> century. It will prepare students to use computer technology in a safe, effective, and creative manner. Students will expand their knowledge of word processing, spreadsheets, online collaboration tools, presentations, web-based

applications, and digital media software. Students will establish what it means to be a good, digital citizen. They will learn and apply skills in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities.

### **Academic Center / Study Skills**

This course is for students who need extra academic support. The focus of the course is developing positive study habits, test-taking skills, and preparation and completion of work assigned in other courses.

### **Leadership**

The Middle School Leadership class is designed to inspire and equip students with the skills necessary to be effective leaders within their school and community. This course emphasizes the development of personal responsibility, effective communication, collaboration, problem-solving, and ethical decision-making. Through a variety of interactive activities, discussions, and projects, students will explore different leadership styles and learn to apply leadership principles in real-life situations. Key learning objectives: Self Awareness and Personal Growth, Communication Skills, Teamwork and Collaboration, and Problem Solving and Decision Making

### **6th Grade Seminar**

The 6th-grade seminar is a first-quarter course required of all incoming 6th-grade students. Learning includes; how to demonstrate our Maple P.R.I.D.E. characteristics, strategies for being a successful and productive student, what respectful and positive relationships look like between students and also between students and adults, goal setting, and awareness of why school is important for long-term plans, and how students can contribute to ensuring an excellent learning environment at Springbrook Middle School.

### **Book Club**

Love to read? Book Club is the perfect place to do that, and meet other 'bibliophiles.' Students will read together and share the experiences of novels together in a positive environment. Book Club will insight students on both old and new texts and will engage them in fun, literacy-related activities. Students who take this elective should have a reading desire, and be willing to discuss books and try ones from new genres.

### **Genius Makers**

This will be a combination of Genius Hour and “MakerSpaces.” Students will be encouraged to Creative explore their individual passions to inspire creativity in the classroom. This will be a space where students can engage in transdisciplinary learning while working together to create and collaborate on their ideas.

### **Holocaust**

This academic elective will give students a basic knowledge of the Holocaust in Europe during World War II. Using the United States Holocaust Memorial Museum website and other resources, students will learn about the rise of fascism through Hitler, the power of institutional discrimination and propaganda, the isolation of targeted populations in the ghettos and in concentration camps, and the stories of survivors.

### **Write Design**

Students will explore the meaning of the book as an art form. They will develop connections between creative writing and different art forms such as paper making, illustrating, clay tablets, and/or technology. Although students will be immersed in a variety of genres including poetry, original works produced will be based on student interests and available materials. Due to time constraints, there is an expectation of writing completed outside of the classroom.

### **Creative Writing**

Students will explore their creative style and structure preferences by building a portfolio of original work. This work will cover a variety of genres, purposes, and audiences using the writing process and will be shared among peers. Students will also present an original piece of writing at the end of the marking period to their peers and complete final reflective writing.

### **6th Grade Statistics**

Students will investigate real-world probability and statistics through observing, collecting, and analyzing data. Students will learn how to find mean, median, and mode to summarize their interpretations. Students will be able to explore a deep understanding of statistics by creating their own statistical questions and by collecting the data to support their research and displaying their results through various forms of visual representations including histograms, dot plots, box and whisker plots.

### **21st Century Skills**

21st century skills are tools that can be universally applied to enhance ways of thinking, learning, working and living in the world. The skills include critical thinking/reasoning, creativity/creative thinking, problem solving, collaboration, communication, technology awareness and coding. Students will explore the world of coding with Sphero, a robotic ball that can be programmed with the use of a smart device. Students will complete a series of labs and activities to learn the basics of coding and programming. Other activities may include Micro Bits, Hour of Code, designing an Interactive Story using Google Slides, discussing texting and email etiquette, and other student prompted topics.

### **Personal Fitness**

Students will be involved in cardiovascular and aerobic activities, circuit training, group games, and sports activities. Health education involves instruction in nutrition and personal safety.

### **Alternative Games**

Students will be introduced and learn about non-traditional games, activities, and sports. While less common in the United States, they are more common and popular around the world.

### **History of Sports**

Students will learn the history of various sports throughout the world. Students will learn about the founders of the game and how the games were played in the early years of various sports and how the game has evolved over the years.

### **Introduction to Theater**

In this elective, students will be introduced to theater/musical theater. They will learn about how performance comes together on the stage, wings, technical involvement (set building/lights/sound/ recording), costumes, choreography, singing, staging, and many other facets. Professionals in each area may come in to share with the class and a field trip to the Croswell and/or other theaters will be part of this class. Behavioral attitudes will determine out-of-school involvement. Students will be required to be part of several small performances in class and a final performance each marking period. They may use short plays where they memorize lines or Reader's Theater where they read the script as they perform. Students may be responsible for creating small sets, using costumes, and even student directing. The outcome will be to have a knowledge of the theater and use this knowledge to be involved in some of the many facets of theater.

### **Movie Maker/ Digital Storytelling**

Students will learn about filmmaking and digital storytelling, as well as create an engaging video project. The purpose of this course is to educate youth in media arts & emerging technologies for use in self-expression, communication, and social change.

Students will team up to form a film crew and perform all of the different roles involved in making an animated short film. They will write a story and explore different styles of animation to create their characters and sets and bring an original tale to life.

### **Film as Literature**

Film as Literature” will develop students' skills in reading, thinking, writing, listening, and speaking through in-depth study of films in a variety of genres. Students will be taught to analyze film in the same way that they study a literary text, by viewing and discussing classic movies.

### **6th Grade Electives**

1. Technology
2. PLTW
3. Academic Center
4. Leadership
5. 6th Grade Seminar
6. Art
7. Encore Math / Encore ELA (A/B Format)
8. Holocaust
9. Creative Writing
10. 21st Century
11. Music (Band, Choir, Orchestra)

### **7th/8th Grade Electives**

1. Rotational (Technology, Art, PLTW)
2. Journalism
3. Encore Math / Encore ELA (A/B Format)
4. Personal Finance & Career Preparation
5. Spanish (8th Grade)
6. Music (Band, Choir, Orchestra)
7. Art Exploration
8. Robotics
9. Academic Center
10. Leadership
11. Creative Writing

## VIRTUAL COURSES

Note: For a Description of these courses, please refer to the corresponding description above for the face to face course of the same title. All 21f courses will be Michigan Virtual courses.

VR Algebra

VR Geometry

VR Language Arts 6

VR Language Arts 7

VR Language Arts 8

VR Math 6

VR Math 7

VR Math 8

VR Science 6

VR Science 7

VR Science 8

VR Social Studies 6

VR Social Studies 7

VR Social Studies 8

## **VISION STATEMENT**

Adrian Public Schools will provide dynamic, relevant, and rigorous global curriculum in a safe environment that fosters imagination, problem-solving, teamwork, and innovation to create a collaborative and deliberate learning pathway for each student.

## **MISSION STATEMENT**

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

**Motivation**  
**Achievement**  
**Pride**  
**Leadership**  
**Enthusiasm**  
**Scholarship**

---



615 Springbrook Ave.  
Adrian, MI 49221

Phone: (517) 263-0543  
Español: (517) 417-6277  
Fax: (517) 265-5984

**ADRIAN PUBLIC SCHOOLS**

*Tradition of Opportunities*  
Future of Possibilities



# **Adrian High School**

## **Program of Studies**

**International Baccalaureate Diploma Program**



## **TO THE PARENTS**

Parental involvement is an integral part of the scheduling process to ensure that the choices are sound and that they will help your student move towards their chosen career pathway. Careful consideration must be given to both required course selections as well as elective class choices. The requirements are listed on the "Graduation Requirements By Year Of Graduation" chart. If your student is planning on attending college, special attention should be given to the college entrance requirements. Your student's counselor can assist you with this information.

In addition to student choices, **course placements will be determined by test scores, teacher recommendation and recruitment, and class performance.** Be thoughtful in your course selections as there will be limited opportunity for schedule changes.

Special education students with IEP's (Individual Education Plans) will review their course selections during their annual meeting.

## **STUDENT SCHEDULING PROCESS**

The information in this Program of Studies will assist you in making your course selections.

- Read all General Information
- Review the High School Graduation Requirements
- Give careful consideration to your Career Pathway when making elective choices
- **Submit your COURSE SELECTION FORM on time.** A delay in receiving this information may interfere with your chances to get your top elective course choices.
- Be sure to attend your assigned appointment with your counselor to finalize your schedule.

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the counselor. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules.

## **COURSE DESCRIPTIONS**

This Program of Studies contains short descriptions of courses. The description is summarized as student outcomes and student activities. The outcomes and activities listed are ones intended to help the student make a selection. The outcomes and activities listed are NOT intended to be complete or all inclusive. They are stated only to help you and your student know the essence and direction of the course.

You need to pay special attention to requirements and pre-requisites for each course. Counselors can help guide your selections. You may also consult the Career Pathways Chart on pages 8-9 , as well as your Educational Development Plan (EDP).

# TABLE OF CONTENTS

GRADUATION REQUIREMENTS.....	4
REQUIREMENTS FOR GRADE ADVANCEMENT.....	6
EDUCATIONAL DEVELOPMENT PLAN (EDP) .....	7
USING CAREER PATHWAYS.....	7
SAMPLE SCHEDULE.....	8
CORE CLASS SEQUENCING.....	9
VISUAL ART COURSES.....	10
DESIGN (BUSINESS & TECHNOLOGY) COURSES.....	12
LANGUAGE AND LITERATURE (ENGLISH) COURSES.....	13
MATHEMATICS COURSES.....	16
PERFORMING ARTS (MUSIC) COURSES.....	18
PHYSICAL & HEALTH EDUCATION COURSES.....	20
SCIENCE COURSES.....	22
INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE) AND INTERNATIONAL STUDENT COURSES..	24
INTERNATIONAL STUDENT STUDIES.....	26
LANGUAGE ACQUISITION (WORLD LANGUAGE) COURSES.....	26
SPECIAL PROGRAMS COURSES.....	27
COLLEGE COURSES/DUAL ENROLLMENT.....	28
TECH CENTER COURSES.....	29
WHAT IS INTERNATIONAL BACCALAUREATE.....	31
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME COURSES.....	32
VIRTUAL OR CREDIT RECOVERY CLASS OFFERINGS.....	33
NCAA FRESHMAN ELIGIBILITY STANDARDS.....	34

# GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

CLASS OF 2025, 2026, 2027(1 course per trimester = .5 credits)

	CURRICULUM	REQUIRED COURSES
5.5	ENGLISH	English 9, English 10, English 11, English 12
5.5	MATH	Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS
4	SCIENCE	Biology, Chemistry or Physics, plus one additional science credits
3	SOCIAL STUDIES	Civics, Economics, US History and Geography and World History and Geography
.5	PHYSICAL EDUCATION	Physical Education
.5	HEALTH	Health
1	PERFORMING, APPLIED, OR VISUAL ART	Includes Art, Music, and Tech courses
2	WORLD LANGUAGE	Spanish, French or approved online language
0.5	SENIOR SEMINAR	Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator
11	ELECTIVES	Electives
<b>Total</b>  <b>34</b> <b>credits</b>	<b>ADDITIONAL REQUIREMENTS</b> <ul style="list-style-type: none"> <li>• A requirement to graduate is attendance as a full-time student for all four years.</li> <li>• Students must take all components of the Michigan Merit Exam.</li> <li>• Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal)</li> <li>• Students must complete an Online Learning Experience by updating their EDP annually.</li> <li>• Students must complete an application to a post-secondary institution.</li> </ul>	

**PARENT NOTIFICATION:** Parents are notified of their student 's progress regularly through report cards, progress reports and Infinite Campus. Parents will be notified of students potentially short of graduation credit prior to the senior year or early in their senior year.

**COURSE REQUIREMENTS:** Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

**GRADUATION:** Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

**VALEDICTORIAN/ SALUTATORIAN/ HONOR GRADUATE RECOGNITION:** Adrian High School will recognize our Valedictorian(s) as the graduate(s) with the highest grade point average in the senior class. The Salutatorian(s) will be defined as the graduate(s) with the second-highest grade point average. Academically qualified students will be recognized with the following three honor designations; Summa Cum Laude (4.0+ GPA), Magna Cum Laude (3.8–3.99 GPA), and Cum Laude (3.5 – 3.79 GPA. Subject to change per Board Policy.

## GRADING SCALE FOR DETERMINING CUMULATIVE GPA:

- 1) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 2) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 3) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes will be graded on a Pass/Fail basis.
- 4) All Dual Enrollment classes will be computed on a 5 point scale, see Board Policy 5413.

## GRADUATION REQUIREMENTS BY YEAR OF GRADUATION

### STARTING WITH CLASS OF 2028 (1 course per trimester = .5 credits)

	CURRICULUM	REQUIRED COURSES
5.5	ENGLISH	English 9, English 10, English 11, English 12
5.5	MATH	Algebra, Geometry, Algebra 2, plus a math or math related course during final year of HS
4	SCIENCE	Biology, Chemistry or Physics, plus one additional science credits
3	SOCIAL STUDIES	Civics, Economics, US History and Geography and World History and Geography
.5	PHYSICAL EDUCATION	Physical Education
.5	HEALTH	Health
1	PERFORMING, APPLIED, OR VISUAL ART	Includes Art, Music, and Tech courses
2	WORLD LANGUAGE	Spanish, French or approved online language
0.5	SENIOR SEMINAR	Students that do not take this course due to a scheduling conflict may request a waiver from this class signed by building administrator
<b>**0.5</b>	<b>**PERSONAL FINANCE</b>	<b>**Requirement starting with the graduating class of 2028 (can be taken for senior year math or business elective)</b>
10.5	ELECTIVES	Electives
<b>Total</b>  <b>34</b> <b>credits</b>	<b>ADDITIONAL REQUIREMENTS</b> <ul style="list-style-type: none"> <li>A requirement to graduate is attendance as a full-time student for all four years.</li> <li>Students must take all components of the Michigan Merit Exam.</li> <li>Students must complete and document 20 hours of community service on their EDP. (this may be waived by High School Principal)</li> <li>Students must complete an Online Learning Experience by updating their EDP annually.</li> <li>Students must complete an application to a post-secondary institution.</li> </ul>	

**PARENT NOTIFICATION:** Parents are notified of their student's progress regularly through report cards, progress reports and Infinite Campus. Parents will be notified of students potentially short of graduation credit prior to the senior year or early in their senior year.

**COURSE REQUIREMENTS:** Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

**GRADUATION:** Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

**VALEDICTORIAN/ SALUTATORIAN/ HONOR GRADUATE RECOGNITION:** Adrian High School will recognize our Valedictorian(s) as the graduate(s) with the highest grade point average in the senior class. The Salutatorian(s) will be defined as the graduate(s) with the second-highest grade point average. Academically qualified students will be recognized with the following three honor designations; Summa Cum Laude (4.0+ GPA), Magna Cum Laude (3.8–3.99 GPA), and Cum Laude (3.5 – 3.79 GPA. Subject to change per Board Policy.

#### GRADING SCALE FOR DETERMINING CUMULATIVE GPA:

- 5) All IB class grades will be computed on a 5 point scale, see Board Policy 5413.
- 6) All AP class grades will be computed on a 5 point scale, see Board Policy 5413.
- 7) All other on-line class grades will be computed on a 4 point scale and all Credit Recovery Classes will be graded on a Pass/Fail basis.
- 8) All Dual Enrollment classes will be computed on a 5 point scale, see Board Policy 5413.

Additional information is found in Policy 5409

## REQUIREMENTS FOR GRADE ADVANCEMENT

		Grade advancement *Credit recovery will be required for graduation	Minimum credits needed at the start of each trimester in order to be on track to graduate
Class of 2020/21/22/23	Tri		34 Credits to Graduate
<u>Senior Year</u>	3rd		31
	2nd		28
	1st	24*	25
<u>Junior Year</u>	3rd		22
	2nd		19
	1st	16*	16
<u>Sophomore Year</u>	3rd		13
	2nd		10
	1st	8*	8

*\*Grade advancement is determined by total number of classes successfully completed by the end of each year. Students who fail one or more classes may be required to take after-school credit recovery &/or summer school to makeup the lost credit. Those who do not meet the minimum credit requirements will not progress to the next grade level. Grade classification will occur prior to the start of the school year. To be reclassified, students must be on track to graduate by the end of the first trimester. Questions or concerns can be addressed with your student's counselor.*

### PASS/FAIL REQUIREMENTS

A student who is carrying six classes in a given term may elect to be graded on a pass/fail basis in one class under the following conditions: (1) Passing is defined as a grade of 78% or better (teachers shall maintain normal grade records). (2) Course must be preapproved by the Principal and Counselor. (3) The student must declare, in writing to the teacher, on the first day of attendance that the class is being taken on a pass/fail basis. The purpose of this policy is to encourage students to explore a greater diversity of rigorous subjects without the pressure of grades.

### AHS STUDENTS AND CREDIT RECOVERY

A student may enroll in credit recovery classes upon receiving written approval of his/her Counselor and Principal.

### TESTING OUT

Any high school student who wishes to test out of a course in which s/he is not enrolled may do so by taking the final examination for the course and achieving at least a 78% or by demonstrating other appropriate measurements of competency. No grade may be earned by testing out of a course; the notation "TO" (Tested Out) - Pass will apply to the transcript of the student who attains a passing grade. An "S" will be entered as a grade for the course. There will be no indicator applied to the transcript of a student who does not attain a passing grade. Credit earned through this process will be counted as part of the credits necessary for Graduation. Credit earned through "testing out" will not be calculated in the GPA calculation. Once credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area. Applications for "testing out" are due the first full week of June. Credit (no GPA calculation) will be entered on your transcript. See your counselor for additional information.

### PERSONAL CURRICULUM

The Board of the Adrian Public School District recognizes that not all students will have career goals which require the same curricular experiences, or may have begun their high school career in a different state or a private school. Similarly, some students with disabilities, or unique circumstances may have differing educational needs and abilities, yet still be able, with appropriate accommodations and supports, to complete the requirements for a high school diploma. In recognizing these differences, the Board will permit students, with administrative approval, to modify the above graduation requirements to meet their particular career goals and learning needs by way of a Personal Curriculum (PC), as permitted by State law. The PC may be requested by a parent, legal guardian, student personnel, or the pupil him/herself if emancipated or of the age of majority. The PC must incorporate as much of the Michigan Merit Curriculum and the Adrian Public Schools Graduation Requirements as is practicable for the pupil, must establish measurable goals and a method for evaluation of whether the pupil is achieving those goals, and must be consistent with the pupil's EDP and, in the case of a student with a disability, must be consistent with the student's IEP. The Superintendent of designee shall establish guidelines for those requesting, devising and granting of PCs, consistent with state law.

# EDUCATIONAL DEVELOPMENT PLAN

## WHAT IS AN EDP?

An Educational Development Plan is a plan of action in which students identify and record career goals and pathway to achieve personal achievements, work experiences, and much more. The Michigan Curriculum requires an online experience and the EDP fulfills this requirement.

## WHAT IS THE PURPOSE OF THE EDP?

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter or to advance career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers and post-secondary education and training.

## WHO SHOULD HAVE AN EDP?

EDP's are required for students in grades 7 through 12.

## HOW OFTEN ARE EDP'S UPDATED?

The EDP should be accessed and updated each year. It is designed to be a progression of planning activities as students advance from one grade to the next. When the student graduates, the EDP is still stored in the database and can be accessed by a student at any time.

## WHAT IS THE ROLE OF THE PARENT?

Parents/Guardians can help their children discover jobs that relate to their interests and hobbies. They can also create an atmosphere of career awareness in the home and explore training/college preparation needs for various careers. Helping children to understand what they can be is the first piece to the puzzle.

## USING CAREER PATHWAYS

"Failure to prepare, is preparing to fail" John Wooden

A pathway is a route taken to a destination. Sometimes pathways are well defined and direct, while other times they can wander and change course. In either case, the more time you spend planning your route, the less likely you will fail. Changing your mind about your future is okay. Pathways should not be viewed as separated tracks that never join. Instead, they are more like the highways on a map, with each one connecting to every other, directly or indirectly, creating many opportunities for you to choose your own route to explore to explore your personal interests and strengths.

The purpose of this booklet is to help students and parents make better decisions when planning for the future. It contains information about classes that a student might take at Adrian High School to better prepare him/her for post-secondary opportunities. This information is for any student whether he/she is thinking about entering the workforce immediately after graduation, attending a technical school or community college, or pursuing a four-year or graduate degree. We encourage each student and parent to review the information in this booklet and use it as a guide to select the best pathway to the future.

## Career Pathways & Career Options



**Arts & Communications** Careers in arts and communications relate to the humanities and to the performing, visual, literary, and media arts.



**Business, Management, Marketing & Technology** Careers in business, management, marketing, and technology require attention to detail, calculating, coordinating, implementing, and evaluating.



**Engineering/Manufacturing & Industrial Technology** Careers related to technologies necessary to design, develop, install, or maintain physical systems.



**Health Sciences** Careers in health sciences are for people who are interested in promoting good health, treating injuries, health conditions, or controlling diseases.



**Human Services** Careers in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities.



**Natural Resources & Agri Science** Careers in natural resources and Agri Science are for people who are interested in the environment, how things grow and develop, and the outdoors.

# Sample Freshman Schedules

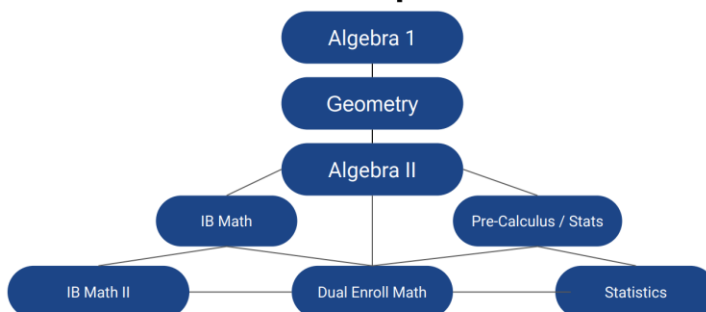
Freshman Year — Honors/IB/Dual Enrollment		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors English 9	Honors English 9	Honors English 9
Freshman Seminar	Health	Elective
Honors Biology/Biology	Honors Biology/Biology	Honors Biology/Biology
US History	US History	Elective
Spanish	Spanish	Elective

Freshman Year — Music/Art		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors/English 9	Honors/English 9	Honors/English 9
Freshman Seminar	Spanish	Spanish
Biology or Physical Science	Biology or Physical Science	Biology or Physical Science
Band/Choir/Art & Design	Band/Choir/Art Elective	Band/Choir/Art Elective
US History	US History	Health

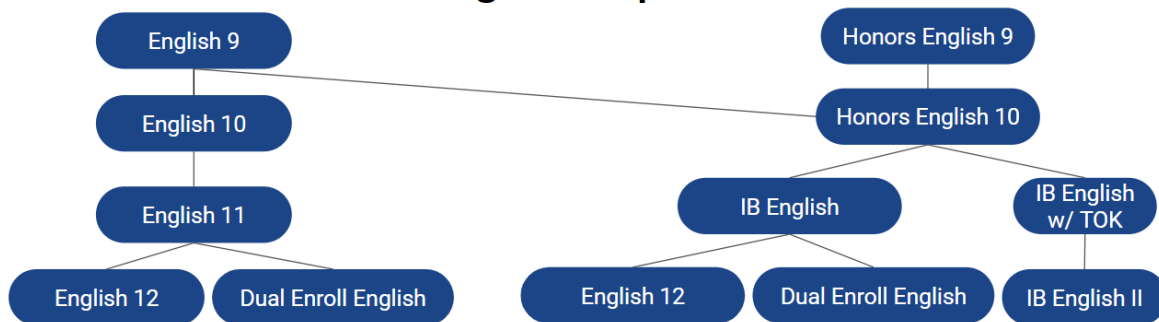
Freshman Year — Athletics		
Trimester 1	Trimester 2	Trimester 3
Alg. 1 or Geometry	Alg. 1 or Geometry	Alg. 1 or Geometry
Honors/English 9	Honors/English 9	Honors/English 9
US History	US History	Health
Biology or Physical Science	Biology or Physical Science	Biology or Physical Science
Freshman Seminar	Advanced Strength & Cond.	Advanced Strength & Cond.
Spanish	Spanish	Elective

# Core Class Sequencing

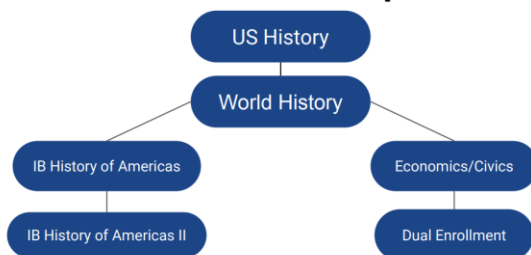
## Math Sequence



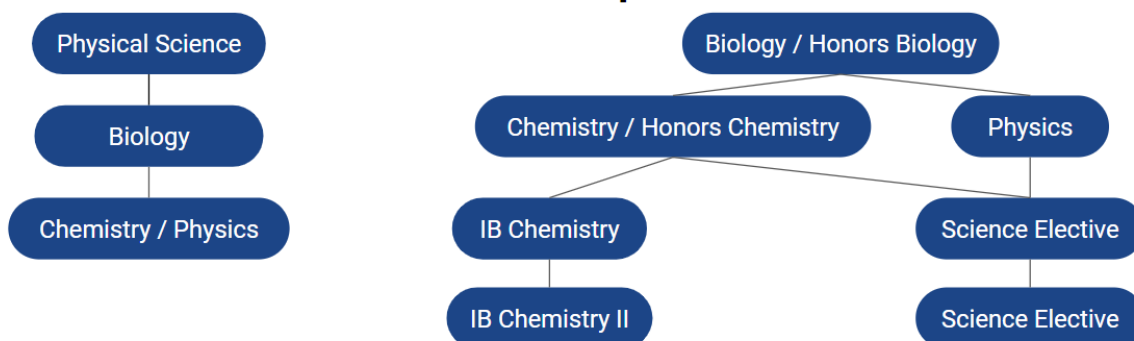
## English Sequence



## Social Studies Sequence



## Science Sequence



# VISUAL ART

## **ART 015 PAINTING (1 Trimester)**

### **Prerequisite: Art and Design**

Students will explore a variety of paint mediums from watercolor, acrylic and tempera to create two-dimensional works of art.

## **ART 017 CERAMICS A (1 Trimester)**

### **Prerequisite: Art and Design**

A student will be able to demonstrate a mastery of basic skills using clay and develop an appreciation of clay as an art medium. A student will be introduced to basic clay techniques including surfacing, glazing, and painting. The course will also include some basic sculpture techniques.

## **ART 018 CERAMICS B (1 Trimester) Prerequisite: Ceramics A**

Students will demonstrate a more difficult and demanding skill set using clay- building on the basic skills learned in Ceramics 1. A student will continue to develop ceramic, advanced construction, fire and surfacing techniques. More advanced sculpture techniques will be included.

## **ART 020 CERAMICS C (1 Trimester) Prerequisite: Ceramics B**

Students will further explore ceramic techniques with hand building or throwing on the wheel. They will need to be self-motivated due to less teacher instruction and more personal investigation and discovery. Students will be encouraged to develop more construction, fire and surfacing techniques.

## **ART 027 2-D Design A (1 Trimester)**

### **Prerequisite: Art and Design**

Students will participate in exercises which will strengthen their drawing abilities. Students will create two-dimensional projects with an emphasis on form, value, shape, and texture using a variety of drawing, painting, and mixed media techniques.

## **ART 028 2-D Design B (1 Trimester) Prerequisite: 2-D Design A**

Students will create two-dimensional objects using advanced drawing, printing, and painting techniques. Student's projects will be teacher driven.

## **ART 029 2-D Design C (1 Trimester) Prerequisite: 2-D Design B**

Students will frequently work independently on two-dimensional projects. The use of materials and mediums will rely on student interest and availability.

## **ART 031 ART and DESIGN (1 Trimester)**

Students will be exposed to a variety of mediums in art and its history. They will be introduced to the principles of design: balance, emphasis, scale, proportion, repetition and the visual elements: line, shape, form, texture, value, color, and space. Students will investigate through hands on studio activities to generate creativity and a general knowledge of materials and techniques such as: drawing, painting, printmaking, sculpture, photography, architecture and graphic design.



# VISUAL ART

## **ART 051                    SCULPTURE A**

**(1 Trimester) Prerequisite: Art and Design**

Students will explore three-dimensional art using a variety of mediums such as wire, plaster, cardboard, and found objects. They will investigate sculptural techniques which include additive, subtractive, assemblage and fabrication. Projects will be created around knowledge of art history, the elements of art and the principles of design. They will learn sculptural concepts of freestanding, relief and sculptures in the round. While in class students will practice safe and responsible use of art media, equipment and studio space.

## **ART 055                    SCULPTURE B**

**(1 Trimester) Prerequisite: Sculpture A**

Students will create sculpture through exploration of materials and found objects. They will select and analyze the expressive potential of sculptural media, techniques and processes. Students will find meaning by analyzing, criticizing and evaluating sculpture. Examine the functions of sculpture, interpret sculptures and learn about careers related to sculpture.

## **ART 056                    SCULPTURE C**

**(1 Trimester) Prerequisite: Sculpture B**

Students will create sculpture independently that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content through sculptural size and jewelry size projects. Students will need to be self-motivated as this class is more student driven than teacher lead. They will select and analyze personal expressive potential of sculptural media, techniques and processes. Students will discover meaning by analyzing, criticizing, and evaluating themselves and others work.

## **ART 073                    JEWELRY**

**(1 Trimester) Prerequisite: Sculpture A**

Students will create jewelry using a variety of mediums. This course teaches students about the design and creation of original jewelry. Basic design skills are taught.

## **ART 081                    STUDIO ART (Ceramics, Sculpture, 2-D, and Digital Art/Media) (1 Trimester)**

**Prerequisite: permission from instructor**

This course is for the serious art student who will work independently with minimum guidance from the teacher.

This course is designed for students to further explore in their medium of choice.

Students taking this class should be extremely self-motivated and have an interest in creating a large body of work for college portfolio reviews.

## **ART 103                    PHOTOGRAPHY (1 Trimester)**

This course introduces students to the process of creating photography while gaining a greater understanding of the technology available in today's digital world. Students will learn about the importance of shot composition, digital photo editing techniques, online gallery creating, photo critiquing techniques, and digital printing. Students will create a digital portfolio to highlight their work and learn how to take their photography skills to the next level.

**SEE PAGE 31 FOR IB VISUAL ART OFFERINGS**

**SEE YOUR COUNSELOR FOR VISUAL ART DUAL ENROLLMENT OPTIONS**

# DESIGN (BUSINESS & TECHNOLOGY)

## **BUS 129/130                      MANAGING YOUR FINANCES A/B (2 Trimesters)**

### **Prerequisite: Algebra 1**

Students will explore topics such as budgeting, personal banking, tax returns, investing, planning for retirement, using credit, and making major purchases, such as a home or car.

## **BUS 137/138                      ACCOUNTING A/B (2 Trimesters)**

Students will learn the basics of accounting by completing the accounting cycle for a small business. Students will learn about debits and credits, journals, ledgers and financial statements along with many additional accounting skills.

## **BUS 141                              MARKETING (1 Trimester)**

Students will learn the four P's of the marketing world: price, product, place and promotion. Students will learn the psychology of creating "needs" from "wants" and how to target your market. Students will need a solid math foundation to build marketing plans for profitable product.

## **BUS 175                              GRAPHICS & COMPUTER DESIGN (1 Trimester)**

In this course, students will have an opportunity to use the features of Adobe Photoshop and Flash animation software. They will create a portfolio of projects that include such things as a four-color magazine advertisement, an art print using several different images, effects, layers, a book cover that incorporates type layers and converts type into shapes, a restaurant menu that incorporates photographs and involves image correction, a catalog cover that consists of complex images and involves composition skills, advertising samples, converting line art to color "paintings", creating a photo gallery and at least three different types of animated graphics from original and provided artwork. In order to be successful in this class, students need to be experienced users of Windows software and must have basic keyboarding skills.

## **BUS 201 INNOVATIVE ENTREPRENEURSHIP**

**(1 Trimester)** Entrepreneurship emphasizes entrepreneurial skills and issues in business creation, innovation, and design. Focus will include the entrepreneur's challenge of building People, Process, and Product capabilities within a start-up or existing organization. Discussion will include small and global organizational models. Students will work with community members and business owners to help develop a complete business plan and learn what it takes to operate a successful business. This course is ideal for both the students who have never had a business course, but want to learn what it's all about, and for the student who has taken other business related classes.

## **BUS 203                              MEDIA PRODUCTIONS (1 Trimester)**

This course is designed for the entry-level film editing student. Student will also focus on writing news stories, developing digital content, and also performing the broadcast in front of a camera. Students will also be introduced to the world of digital photography. They will have a great understanding of the technology available including shot composition, digital editing techniques, and printing.

## **BUS 211                              DIGITAL SOLUTIONS (1 Trimester)**

Interested in learning to solve real world problems using digital solutions? Through hands-on activities, students will consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media (simulated), videos, podcasts, and websites.

## **BUS 221                              HUMAN RESOURCE MNGT. (1 Trimester)**

Course will focus on the functions and evolution of human resource management. With the changing business climate and leadership management, students must have an awareness of how employer-employee relations can create a productive work atmosphere.

**SEE PAGE 31 FOR IB DESIGN (BUSINESS & TECHNOLOGY) OFFERINGS.**

# LANGUAGE AND LITERATURE (ENGLISH)

## **ENGL 111/112/113    ENGLISH 9 (3 Trimesters)**

Students will be able to respond to the structure and function of a variety of literature. They will critique and compare literary selections and make connections to life experiences. Students will also use written language as a tool in all curricular areas for communicating clearly and effectively in a variety of forms for different purposes and audiences. Students will read a variety of short fiction, novels, poetry, and non-fiction text. They will use the writing process to write creative, analytical, comparative, persuasive, and reflective pieces. Students will also conduct research for an oral or written presentation. Students will be expected to create a digital portfolio to use in all future ELA classes.

## **ENGL 115        ENGLISH FOUNDATIONS (1 Trimester)**

Students will build and reinforce the core principles of reading and writing while also learning the soft skills and study skills needed for success inside and outside the classroom. Students will build on foundational reading, writing, and basic academic skills needed for success in high school. Through carefully paced, guided instruction and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills will help students develop their composition skills in a variety of formats. Also, students will further develop their “soft skills” and “study skills” necessary for lifelong learning success. Skills areas include test taking, time management, organization, speaking and listening, goal setting and more.

## **ENGL 116        ENGLISH ESSENTIALS**

Students will learn essential skills in literature, writing, and communication. Students will respond to, critique, and compare diverse texts, making personal connections. They will utilize written language for effective communication across subjects. Readings will include various genres, and writing covers creativity, analysis, comparison, persuasion, and reflection. Students will conduct presentations. Students enrolled in the course must have previously attempted one trimester of English 9.

## **ENGL 121/122/123        ENGLISH 9 HONORS (3 Trimesters)**

Students will study various genres of text and writing at an appropriate rapid pace. Students will learn to study the literature with a more concentrated and meaningful analysis in an assortment of reading and writing genres such as short stories, informational texts/novels/poetry. Students will also practice proficient comprehension and develop self-guided literary skills to apply in future courses through literary analysis, standardized, oral, media and written assessment as well as discoursing in literature circles, individual and group presentations, Socratic seminars and as discussion leaders. Students will be expected to create a digital portfolio to use in all future ELA classes.

## **ENGL 211/212/213        ENGLISH 10 (3 Trimesters)**

Students will be able to respond to the structure and function of a variety of literary genre. Students will critique and compare literary selections and make connections to life experiences. They will see the documents, stories, and poems of the past that still color the way we view ourselves and the world today. Students will study literature through multiple perspectives and try them out in multi-genre compositions. Students will also engage in reading and writing workshop activities. Students will be expected to make additions and improvements to their digital portfolio.

## **ENGL 221/222/223        ENGLISH 10 HONORS (3 Trimesters)**

The course is designed to familiarize college-bound students with the historical aspects of literature and culture. Students will improve skills in reading and interpreting a wide variety of literature. Students will study historical documents, literary periods and literary genres. Students will develop critical writing skills in a wide range of genres. Students will be expected to make additions and improvements to their digital portfolio.



# LANGUAGE AND LITERATURE (ENGLISH)

## **ENGL 311/312/313 ENGLISH 11 (3 Trimesters)**

Students will read contemporary and historical literature as well as informational text in a wide variety of genres. Students will review grammar, punctuation and mechanics for both formal and informational writing. They will apply the writing process by integrating standard English forms. An emphasis is placed on formal essay writing. Students will be expected to make additions and improvements to their digital portfolio.

## **ENGL 321/322/323 ENGLISH 11 HONORS (3 Trimesters)**

Students will read a broad variety of contemporary and classical literature with deeper understanding and analytical focus. Students will experience a range of writing opportunities and create an extensive writing portfolio. They will conduct research for both written and oral presentations. Students will be expected to make additions and improvements to their digital portfolio.

## **ENGL 411/412 ENGLISH 12 (2 Trimesters)**

Students will critically read and analyze both classic and contemporary world literature. Students will refine skills in writing, speaking, and expressing as well as in the effective use of language and the understanding of language variety. The literary genre focus will be on narrative text, literary nonfiction, information/expository text and media. The writing focus will be on writing process strategies, research and inquiry activities, and authentic writing. Listening, viewing, writing, comprehending, and speaking strategies will be developed to meet specific real world and work place needs. Students will engage in goal setting and self-evaluation to assume ownership of academic literary progress. Using a framework of leadership skills, students will apply and extend knowledge and synthesize information and ideas based on the context of a global world. Students will be expected to make additions and improvements to their digital portfolio.



# LANGUAGE AND LITERATURE ELECTIVE (ENGLISH)

## **ENG 253                      DEBATE** **(1 Trimester)**

Students will be able to actively participate in the listening process by attending to the sender's verbal and non-verbal messages. Students will be able to communicate verbally and non-verbally a clear, appropriate message through logical and ethical means after selecting a purpose, analyzing the audience and choosing appropriate delivery strategies. Students will use the debate topic and develop cases and arguments supported by research. Students will also prepare oral presentations using a wide variety of speaking styles. They may be involved in local, district and state competition.

## **ENG 259                      DRAMA** **(1 Trimester)**

Students will learn to use a variety of texts, including folk tales, poetry and scripted scenes for performance. Research, independent reading, outlining and the writing process will be used to locate and prepare texts for performances. After-school rehearsals and performances will be required. Theatre games, improvisation, oral interpretation, and mime will be incorporated into the course.

## **ENG 264                      LITERATURE THROUGH FILM** **(1 Trimester)**

Students will explore a variety of contemporary and classical themes in literature through a series of carefully selected films. An emphasis is placed on written comparisons and analytical perspectives. Students will interpret cinematic elements and analyze the way in which film conveys theme, characterization, plot, central image and other aspects of the development of a story. Students will also write and discuss the ways in which visual expression differs from other aspects of interpretation of stories and ideas. Students will be required to read pieces of literature to analyze and discuss.

## **ENG 269                      INDEPENDENT READING** **(1 Trimester)**

Students will self-select books in a variety of genres for personal reading. During class, students will read, discuss and journal about the books they have selected. Book projects using multi-media, artistic representation or computer-generated presentations will be required.

## **ENG 300                      MYTHOLOGY** **(1 Trimester)**

Students will be introduced to deities and mortals from a wide variety of world cultures. Students will explore holiday traditions, customs and beliefs of the peoples of the Earth- from creation myths to myths of the world's end.

## **ENG 304                      GLOBAL COMMUNICATION** **(1 Trimester)**

This course introduces electronic media and technologies in terms of communication. Students will examine how people communicate and how to improve communication skills. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Students will be responsible for communicating with the school and community via a monthly newsletter and social media. Upon completion, students should be able to demonstrate interpersonal communication skills and have experience with real-world communications that they will use in the future.

**SEE PAGE 31 FOR IB LANGUAGE AND LITERATURE (ENGLISH) AND IB LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) OFFERINGS.**

**SEE YOUR COUNSELOR FOR LANGUAGE AND LITERATURE (ENGLISH) AND LANGUAGE AND LITERATURE ELECTIVE (ENGLISH) DUAL ENROLLMENT OFFERINGS.**

# MATHEMATICS

## **MATH 111/112/113 ALGEBRA 1** **(3 Trimesters)**

Students will be able to translate problems described in words and other data into sentences written in algebraic form which will be solved by a variety of established mathematical methods. The student will be able to use tables and graphs as tools to interpret expressions, equations, inequalities and solve algebraic equations and inequalities.

## **MATH 116/117/118 ALGEBRA ESSENTIALS** **(1 Trimester)**

Students will learn all essential foundational skills in Algebra I such as translating problems described in words and other data into sentences written in algebraic which will be solved by various established mathematical methods. Students enrolled in the course must have previously attempted one trimester of Algebra I.

## **MATH 115 ALGEBRA FOUNDATIONS** **(1 Trimester)**

Students will build and reinforce the foundational math skills typically necessary for success in Algebra 1. They will progress through carefully paced, guided instruction and engaging interactive practice that will mirror the work being done in their Algebra 1 class. Formative assessments will be used to identify areas of weakness and prescribe lessons to improve performance. Summative assessments will track progress and skill development. Also, students will strengthen their “soft skills” and “study skills” necessary for life-long learning success. These focus areas include test taking, time management, organization, speaking and listening, goal setting and more.

## **MATH 211/212/213 GEOMETRY** **(3 Trimesters)**

Students will be able to translate between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two and three dimensions.

## **MATH 214/215/216 GEOMETRY ESSENTIALS** **(1 Trimester)**

Students will learn all essential foundational skills in Geometry such as translation between geometric shapes and algebraic representations. They will use deductive and inductive reasoning in proving geometric properties. Further, students will solve problems using the relationships of congruence, similarity, intersection, parallelism, and perpendicular for appropriate figures in one, two, and three dimensions. Students enrolled in the course must have previously attempted one trimester of Geometry.

## **MTH 311/312/313 ALGEBRA II** **(3 Trimesters)**

**Prerequisite: Successful completion of Algebra 1**

Students will be able to translate at a higher level of proficiency problems described with words into sentences written in algebraic form which will be solved by a variety of established mathematical methods.

Students will be able to operate on expressions and matrices. They will also be able to solve equations and inequalities. Students will represent and analyze relationships using tables, rules and graphs. They will construct, read and interpret circle graphs, line plots and stem-and-leaf plots along with box plots.

# MATHEMATICS

## **MTH 411/412/413 PRE-CALCULUS (3 Trimester)**

### **Prerequisite: Successful completion of Algebra 2**

Students are prepared for two central themes of Calculus: instantaneous rate of change and continuous accumulation. This will be done by viewing these topics in numerical, analytical and graphical approach. These three methods will help students develop a deeper understanding of parent functions, analytical and applications of trigonometry and discrete mathematics. Further, students will be able to use graphing technology to interpret functions, trigonometry, discrete mathematics and the basic introductions of Calculus.

## **MTH 421/422 SENIOR MATH A and B (2 Trimesters)**

### **Prerequisite: Algebra 2 or permission from instructor**

This course is for students who do not feel ready for Pre-Calculus and want to review Algebra, Geometry, and Trigonometry concepts previously taught. In addition to covering topics previously taught students will study Probability, Statistics, and Graph Theory and Consumer Math. Emphasis will be placed on using mathematics in applied situations.

## **MTH 547/548            STATISTICS (2 Trimesters)**

### **Prerequisite: 12<sup>th</sup> Grade Students or 11<sup>th</sup> grade with Administration Approval**

Students will review the basics of statistics. Students will use handheld technology to assist their understanding and ability to work and interpret data and data distributions. Statistics acquaints students with the major concepts and tools for collecting, analyzing and drawing conclusions for data. Students will frequently work on projects involving gathering and analyzing real world data. Ideas and computations presented in this course have connections to actual events.

# PERFORMING ARTS (MUSIC)

ALL HIGH SCHOOL PERFORMANCE GROUPS ARE BY AUDITION AND DIRECTOR APPROVAL. DAILY PARTICIPATION AND CONCERT PREPARATION ARE SIGNIFICANT FACTORS IN DETERMINING CREDIT AND/OR CONTINUANCE IN THE PERFORMANCE GROUP. ALL STUDENTS ARE EXPECTED TO ATTEND PREARRANGED PERFORMANCES AND ESSENTIAL REHEARSALS. STUDENTS ARE GIVEN ADVANCE NOTICE OF CONCERTS AND REHEARSALS.

## **MUS 041 MARCHING WINDS and BRASS** **(1<sup>st</sup> Trimester)**

The marching winds and brass section consist of all AHS students who perform on a flute, piccolo, clarinet, saxophone, trumpet, French horn, trombone, baritone/euphonium, or tuba. Students in this course perform as the marching winds section of the band. Practices/Performances outside of the scheduled school day are required for this course.

## **MUS 043 MARCHING PERCUSSION** **(1<sup>st</sup> Trimester)**

The marching percussion section consists of all students who audition and perform on a snare drum, multi-tenor drums, bass drums, cymbals, and mallet percussion instruments such as keyboards and auxiliary percussion. The placement audition takes place in June before the end of school. Practices/Performances outside of the scheduled school day are required for this course.

## **MUS 052/053 CONCERT BAND** **(Trimester 2 and 3)**

This band is designed to give students another chance to play a band instrument. This course allows music majors a chance to play a different instrument of their choice, if available through the school or by individual purchase. The band will participate in concerts pending the musical progress of the group. There is no limit to instrumentation. This class is offered for two trimesters to allow students who want a chance to play music year-round without having after school responsibilities. Solo and Ensemble is available. Completion of two trimesters may be required for a beginning player to participate in marching band for the next season.

## **MUS 056/057 SYMPHONY BAND** **(Trimesters 2 and 3) Prerequisite: permission from instructor**

This band is the core of the AHS Bands. Students who want an enjoyable musical experience by being in an environment for building musical skills and techniques for future Wind Ensemble placement will be in this course. District Band Festival is required along with Solo and Ensemble is strongly encouraged. Auditions will be held at the end of the 3<sup>rd</sup> trimester of the previous school year. Marching Band participation is required.

## **MUS 091/092 JAZZ BAND** **(1-2 Trimesters)**

**Prerequisite: permission from instructor**

Students will explore the language, skill, and materials of jazz music through performing a variety of jazz ensemble repertoires. Students will examine cultural and gender aspects of musical expression in the jazz idiom as they relate to composer, artists and history. Members of the jazz ensemble will analyze their art by examining video and audiotapes of their performances along with other performances.

## **MUS 099 GUITAR** **(1 Trimester)**

This course will provide students with instruction on how to play the acoustic guitar, as well as educate them in music theory and the history of American music as it has evolved over the past 100 years through the medium of the guitar. This course will also include a songwriting/ composition unit with a culminating performance.

## **MUS 075/076/077 CONCERT CHOIR** **(3 Trimesters)**

**Prerequisite: permission from instructor** Students will be able to perform as a team in a musical setting, understand details of music theory, recognize and produce good singing, recognize various musical and theatrical styles, illustrate musical ability through solo performance, interpret emotions, words and music into a complete performance.

## **MUS 080/081/082 ~~LADY BLUES~~ BLUE NOTES CHOIR** **(3 Trimesters)**

**Prerequisite: permission from instructor**

Students will be able to perform as a team in a musical setting, understand details of music theory, recognize and produce good singing, recognize various musical and theatrical styles, illustrate musical ability through solo performance, interpret emotions, words, and music into a complete performance and perform a cappella. Students will practice daily to prepare for various performances throughout the year.

# PERFORMING ARTS (MUSIC)

## MUS 083/084/085 BEL CANTO (3 Trimesters)

**Prerequisite: permission from instructor** Students will perform intermediate choral literature in SSA voicing. This course is designed to continue to develop and improve students in the fundamentals of performance with an emphasis on proper vocal technique and music reading. Students will perform at all high school choral events as well as MSVMA District Choral Festival. This ensemble will continue to develop and hone their musicianship as they explore choral music from a variety of different cultures.

## MUS 087/088/098 TONES (3 Trimesters) Prerequisite: Permission from instructor

The Tones is an ensemble for students with tenor and bass voices. The goal of this course is to provide students the chance to learn to read music, develop their voices and experience many styles of vocal music. The following vocal/musical skills for ensemble singing will be stressed: proper posture and breathing, proper vocal production, blend and balance, sight-reading proficiency, ear training, expansion of the vocal range, a cappella and accompanied singing, and dynamic nuances through singing 2 – 4 part music. Various languages may be incorporated in the repertoire, designed to challenge and improve the musicianship of every member. The Tones is a group which performs as a stand-alone ensemble as well as part of the Adrian High School mixed (SATB) ensemble: the Concert Choir. Participation in at public performances each trimester, including district and state MSVMA festivals, as well as other public performances is a requirement of this class. **Practices/Performances outside of the scheduled school day are required for this course.**

## MUS 061/062/063 CONCERT ORCHESTRA (3 Trimesters)

The AHS Concert Orchestra is a course mainly for 9th and 10th grade students that provides instruction designed to increase and refine playing skills on stringed instruments in a performance-based setting. Opportunity for learning in large and small ensembles as well as the basics of music theory, history and composition are provided. This course also provides an entry place for students wishing to learn to play the violin, viola, cello or string bass at the high school level.

## MUS 065/066/067 SYMPHONY ORCHESTRA (3 Trimesters)

**Prerequisite: permission from instructor**

The AHS Symphony Orchestra group provides continued instruction on the students' individual stringed instrument as well as challenging large ensemble literature. The areas of teamwork, cooperation and balance will be emphasized. Music theory and history will be covered in relation to the music being performed. This performance-based ensemble will be joined by selected band members throughout the year to perform a wide variety of music repertoire that is available for full orchestra. Students that are members of the Symphony Orchestra may also be part of the AHS ensemble orchestra. This is a student-lead small ensemble that plays at different venues during the year.

## MUS 094 KEYBOARDING/PIANO (1-3 Trimesters)

Basic Piano (1, 2, and 3 trimesters) is designed to provide the learner a wide variety of exposure to beginning music making, piano technique, music theory, beginning composition, and music recording. By the end of the 12 weeks, the learner will: 1) Be able to play I, IV, and V chords in the Natural Keys; 2) Play all Natural Scales, and 3) play simple folk songs while accompanying themselves.

This class can be taken each trimester and the student can progress as far as they wish to go. For advanced players, this class may be used to fulfill solo and ensemble requirements and testing out of piano placement into college or university piano programs. The overarching goal is to build piano players to accompany soloists, choirs, pit orchestras, and any other musical need in the Adrian Public Schools Music Program.



SEE YOUR COUNSELOR FOR PERFORMING ARTS (MUSIC) DUAL ENROLLMENT OFFERINGS.

# PHYSICAL & HEALTH EDUCATION

## **PHY 611 FOUNDATIONS OF PHYSICAL EDUCATION (1 Trimester)**

Foundations of Physical Education emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity, fitness for enjoyment, challenge, self-expression, and social interaction. This program includes skill development and the application of rules and strategies in (1) Health-Related Fitness Activities, (2) Team Sports (3) Aquatics and (4) Recreational Games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

## **PHY 660 HEALTH & FITNESS (1 Trimester)**

This course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes these major content areas: (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental Health, (4) nutrition, (5) Family Life, (6) Personal Health, (7) Alcohol, Tobacco, and other drugs, (8) Intentional and unintentional injury, (9) Health Promotion and Disease Prevention, and (10) CPR training. Students explore the effect of health behaviors on the quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students will also focus on basic fitness principles to maintain a healthy lifestyle. This class fulfills the Health requirement for graduation.

## **PHY 612 INTRODUCTION TO STRENGTH AND CONDITIONING (1-3 Trimesters)**

### **Prerequisite: Foundations of Physical Education**

The Introduction to Strength and Conditioning (ISC) Program focuses on basic principles & fundamentals of total athletic development. Weight training, speed & agility, flexibility and injury prevention will be taught from a beginner level. A Maple Spirit of teamwork will be fostered while athletes work toward achieving personal goals.

## **PHY 671/672/673 ADVANCED TO STRENGTH AND CONDITIONING (3 Trimesters)**

### **Prerequisite: Introduction to Strength and Conditioning**

This Advanced Strength and Conditioning course is designed for students participating in competitive sports. It features instruction in the techniques of weight training and conditioning as they pertain to athletic competition. This course involves a physically demanding program of weight training and fitness activities designed to enhance speed, agility, flexibility, jumping, coordination, injury prevention as well as nutrition and fitness terminology. Students undergo periodic strength and fitness tests and student performance goals are developed each trimester. A cloud-based S&C program is incorporated to track weekly progress.

## **PHY 631/632/633 TEAM SPORTS (3 Trimesters)**

### **Prerequisite: Foundations of Physical Education**

Students will play a variety of competitive team sports including basketball, volleyball, soccer, modified rugby and football, kickball, ultimate frisbee, team handball, floor hockey and others. Cardiovascular activities and stretching are included daily. Students will have to research and present rules for at least one sport and will have a written exam on the rules of all sports learned. After successfully passing the course students may choose to take it again.

## **PHY 618 LIFETIME ACTIVITIES (1 Trimester)**

This course is designed to encourage and motivate students to maintain a lifestyle that promotes healthy and beneficial activity. The course is designed to instruct you in activities that will provide a foundation for a healthy, physically active lifestyle. Activities may include: aerobics, jogging, Zumba, yoga, Pilates, aqua aerobics, and other low impact exercises.

# PHYSICAL & HEALTH EDUCATION

## **PHY 608 DANCE I** **(1 Trimester)**

This course is designed for all students, including those with no prior dance experience and those with differing degrees of formal dance training. Students begin by exploring how dance communicates meaning and connects to health and well-being. They begin to understand themselves as dancers through learning the sequence of events in a typical dance class. This includes: proper etiquette, the importance of stretch and strengthening, basic skills associated with various dance styles, learning and performing choreography, and effectively communicating their thoughts and feelings through dance.

## **PHY 671 LIFEGUARD CERTIFICATION** **(1 Trimester) Prerequisite: Foundations of Physical Education**

This course is offered to those with an interest in lifeguarding or for those who are around the water and want to learn basic rescues. Course content will include health-related fitness activities, CPR for the professional and first aid, swimming skill development, swimming rescues, and injury prevention. Upon completion of the course and Red Cross Lifeguard Training Certification, participants will be eligible for a lifeguard position.

### **Physical Prerequisites:**

- Must be at least 15 years old
- Must have advanced swimming skills to pass a 300-yard swim test without stopping, using front crawl, breaststroke and sidestroke

## **PHY 609 YOUTH COACHING AND OFFICIATING** **(1 Trimester) Prerequisite: Foundations of Physical Education**

The Youth Coaching and Officiating Course covers a wide range of important topics to help you become the best coach you can be for your young athletes. Whether you are new to coaching or have years of experience, you'll gain valuable knowledge on a variety of aspects related to the challenging task of coaching children and helping each youngster have a rewarding experience. Some of the topics addressed include: What it means to be a coach, Youth sports violence, Conducting practices, Game day, Injury Prevention, Nutrition and Hydration. The officiating portion of this course will review all rules and regulations of each major youth sport.

## **PHY 619 BASIC LIFE SUPPORT AND FIRST AID** **(1 Trimester)**

The BLS course and training commences with a brief introduction of what basic life support entails. It also provides insight on the legal protections in place for each state in regards to rescuers who provide medical assistance to unknown parties.

Per the Good Samaritan Law, for example, health experts who administer medical techniques, such as CPR or AED to save lives are usually protected against negative legal proceedings when no compensation is expected. This is a clear example of the value of studying a standard BLS course, even if you're not required to. The course provides profound instruction for medical workers that often use the field in the real world.

Basic First Aid will also be taught. Certifications available for each lifesaving component.

This class does not fulfill the PE Gradation Requirement

# SCIENCE

## **SCI 111/112/113                      PHYSICAL SCIENCE** **(3 Trimesters)**

Students will be able to practice scientific reasoning through the design, execution and evaluation of chemical investigations. Students will describe physical and chemical properties and changes according to kinetic molecular theory. Each trimester will cover one specific course topic: Earth Science, Chemical Science and Physical.

## **SCI 211/212/213                      BIOLOGY** **(3 Trimesters)**

Students will learn to classify different types of cells and their parts and explain how cells carry out life functions. They will learn to describe how genetic material is passed from parent to offspring and how new traits arise in a population. Students will read extensively, take notes, solve problems, conduct laboratory investigations, do projects and apply knowledge to real world situations.

## **SCI 221/222/223 HONORS BIOLOGY** **(3 Trimesters)**

**Prerequisite: 8th Grade Honors Science** Students will enhance their learning of basic Biological principles through the use of Inquiry Learning, analysis of current Biological breakthroughs/research, training in proper laboratory usage/procedures, and experience in specimen dissection techniques. Student assignments will require problem-solving and independent thinking, and an emphasis will be on connecting current Biological possibilities with their lives and futures.

## **SCI 311/312                      CHEMISTRY A/B** **(2 Trimesters)**

Students will listen to lecture, take notes and conduct laboratory investigations. They may also do projects and do some research. The emphasis will be on problem-solving and the use of laboratory techniques as a tool to discover and/or verify principles. Topics covered include atomic structure, periodic table, balancing equations, acid-base reactions and equilibrium.

## **SCI 321/322                      HONORS CHEM A/B** **(2 Trimesters)**

**Prerequisite: Biology; C average in Geometry** Students will listen to lecture, take notes and develop independent thinking in the process of problem-solving and in the use of the laboratory as a tool of discovery. The student will be expected to read, solve problems and analyze data independently outside of the classroom.

## **SCI 331/332                      PHYSICS A/B** **(1 or 2 Trimesters) Prerequisite: C or better in Algebra 1**

A more conceptual form of physics that includes the study of forces, motion, Newton's Laws, projectiles, work, momentum, simple machines and equilibrium through the use of hands-on activities, computer simulations and class projects. The second trimester is a continuation of the concepts from Physics A that includes the study of waves, fluids, light, sound optics, electricity, magnetism and circuits through the use of hands-on activities, computer simulations and class projects.

## **SCI 702 ENVIRONMENTAL SCIENCE** **(1 Trimester)**

This course will allow students to analyze the state of the environment and the impact of natural and manmade processes on the Earth. It will address the human impact on the environment and the changes being made to preserve our planet and the life on it.

## **SCI 800 ZOOLOGY** **(1 Trimester)**

Students will be provided the opportunity to work to learn the various phyla in the Animal Kingdom, focusing on anatomy, physiology, habitats and ecological interactions. Anything from flatworms to mammals, students will discuss how each phyla participate in the Biological component of the world. Students will learn how to improve their research skills while collaborating with others and also work independently.

# SCIENCE

## **SCI 709 ASTRONOMY (1 Trimester)**

Students will learn to describe the motions of the earth, moon, sun, stars and galaxies. They will compare our sun to other stars and star systems. Students will also learn the difference between natural and artificial satellites and the importance of each group. They will conduct investigations, read, take notes, solve problems, do projects, observe stars and basic constellations and apply knowledge to real world situations.

## **SCI 711 CURRENT TOPICS IN SCIENCE (1 Trimester)**

Students will analyze contemporary events with respect to science, while making reasoned decisions about matters of public concern. Students will be involved in group discussions, read and evaluate current scientific information in printed materials and the internet, develop and give oral presentations and do research about scientific topics.

## **SCI 751 CHEM TECH (1 Trimester)**

Students will participate in the job fit system and be able to demonstrate interview skills. In addition, students will conduct laboratory investigations, reading, note-taking, solving problems, various projects and applying knowledge to real world situations.

## **SCI 771 HUMAN ANATOMY & PHYSIOLOGY A (1 Trimester) Prerequisite: Biology**

Students will be able to define and analyze the functions of main organs of the human body, including the following systems: Integumentary, Skeletal, Muscular, Circulatory and Respiratory. Students will study in detail five of the ten systems of the human body. Students will conduct laboratory investigations including dissection, use audiovisuals, write/read/discuss essays describing the human body.

## **SCI 747/748 INTRODUCTION TO ROBOTICS (2 Trimesters)**

This STEM course will advance students' prior knowledge in the areas of engineering, mechanics, design, and computer programming. Throughout the course, students will participate in a team-based structure to build robots that will compete in a game experience. While building the robots, the engineering design process will be emphasized due to new challenges that will occur throughout the game season requiring teams to redesign their robot.

## **SCI 781/782/783 INTRODUCTION TO ENGINEERING DESIGN (1-3 Trimesters)**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

## **SCI 787/788/789 INTRODUCTION TO COMPUTER SCIENCE (3 Trimesters)**

Designed to be the first computer science course for students who have never programmed before, Introduction to Computer Science is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

# INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

## **SOC 211/212                      US HISTORY** **(2 Trimesters)**

Students will be able to cite key US events from the Industrial Period to the present and relate these events to historical developments in other parts of the world. Students will demonstrate a knowledge of people, events, ideas, institutions and movements which contributed to the development of the U.S. Students will be able to recognize and identify cultural traditions which are common in the American people and those which complement its diversity.

## **SOC 231/232/233                AP US HISTORY** **(3 Trimesters)**

This course will encompass the study of US History from 1877 times to the present. Students will be expected to engage in examining primary source documents as well as completing several essays and projects. Students will interpret, analyze, compare and contrast different historical events while making an application to current events. This course is designed to be equivalent to a college level introductory course and will prepare students for IB Diploma Programme Social Studies.

## **SOC 807                          CIVICS** **(1 Trimester)**

A student will be able to describe how citizens organize their governments. Students will demonstrate knowledge of the meaning and origins of democratic values and explain how the political system provides for the exercise of power.

## **SOC 809                          ECONOMICS** **(1 Trimester)**

Students will explore the impact of economic choices of individuals, businesses and governments. They will study different economic systems, the role of government in the national and international economy, and the effect of globalization in the world market. Students will participate in small and large group activities and create an interactive notebook.

## **SOC 811                          WORLD HISTORY A** **(1 Trimester)**

Students will survey major historical events, beliefs, institutions and the arts from the Renaissance through the Enlightenment and relate basic principles to the modern world. The students will identify important events, personalities and philosophers through the Age of Napoleon.

## **SOC 812                          WORLD HISTORY B** **(1 Trimester)**

Students will examine the impact of the Industrial Revolution, Darwin's ideas, Capitalism and Communism on the modern world. Students will identify important events, personalities and concepts which affect us to this day.

## **SOC 835                          HISTORY OF WAR & CONFLICT** **(1 Trimester)**

Students will learn about the nature of human conflict and warfare. The course focuses on the following aspects of human conflict: the causes and outcomes of conflict/warfare, the nature and role of leadership in conflict/warfare, along with the strategies of conflict/warfare. Students will utilize a variety of historical documents and mediums.

## **SOC 836                          LAW AND SOCIETY** **(1 Trimester)**

Students will learn about the aspects of law that might be encountered during life. Individual rights and how they work in today's society will also be covered. It is more geared towards real world situations than Civics, but also reinforces many Civics concepts.

# INDIVIDUALS & SOCIETIES (SOCIAL SCIENCE)

## **SOC 810 HISTORY OF SPORTS IN AMERICA (1 Trimester)**

This course will explore the development and movements found within the area of sports since 1865 in the United States. Units of study include: a chronological history of sport in America, sport sociology, economics of sport, ethics in sport, adolescent and youth sports. Students will participate in a wide range of activities with a culminating presentation at the end of the trimester.

## **SOC 853 SOCIOLOGY (1 Trimester)**

A student will investigate social interaction between individuals and groups in society. Students will be able to discuss culture, status, adolescence, deviance and gender differences. The class will include small and large group activities, an interactive notebook and two formal papers.

## **SOC 857 PSYCHOLOGY (1 Trimester)**

A student will be able to identify four basic concepts to psychology and apply these concepts to everyday situations and behaviors. Students will develop awareness of the theories of personality and apply these theories on their own behavior. Students will participate in group activities and group discussions. Two formal papers are required.

## **SOC 859 CURRENT EVENTS (1 Trimester)**

As a result of their learning, students will be able to analyze contemporary events with respect to historical background, make reasoned decisions about matters of public concern, compare and contrast current events over a period of time and analyze current events in the United States. Students will be involved in group discussions, read and evaluate current magazines and newspapers, develop and give oral presentations, watch news programs and do library research.

# INTERNATIONAL STUDENT STUDIES

## **IENG 502/503/504      ENGLISH I ( 3 Trimesters)**

This course will provide students the opportunity to improve and develop skills in all areas of English communication: writing, speaking, listening, reading and viewing. The course will also focus on improving pronunciation and increasing vocabulary.

## **LANGUAGE ACQUISITION (WORLD LANGUAGE)**

### **FLG 337/338      SPANISH 1 (2 Trimesters)**

A student will carry on conversations and complete communication tasks using simple spoken and written Spanish. In addition, they develop listening and reading skills. Through projects students learn about daily life and history of the Spanish people. They also celebrate Spanish and Hispanic cultures. Students are expected to communicate in Spanish during class.

### **FLG 341/342      SPANISH 2 (2 Trimesters)**

**Prerequisite: Successful Completion of Spanish 1**

A student will expand his/her ability to communicate in Spanish. Oral communication is stressed along with more demands in writing, listening and reading skills. Students will increase their knowledge and appreciation of Spanish-speaking cultures through a variety of projects. Students will be introduced to literary, historical and contemporary materials. Students use only Spanish to communicate in class. Use of English is limited.

### **FLG 345/346/349/350      Advanced Spanish (4 Trimesters)**

**Prerequisite: Successful Completion of Spanish 2**

A student will strengthen his/her communication skills and develop the writing process to include essays leading to high levels of proficiency in oral and written work in the Spanish language. Reading and cultural activities include a variety of authentic literary, historical, and contemporary materials. Projects and films further develop student interest in Spanish-speaking cultures and the language. The student will study historical periods, literature, Spanish-speaking world cultures and current events. Students use only Spanish to communicate in class. Use of English is limited.

**SEE PAGE 31 FOR IB LANGUAGE ACQUISITION (WORLD LANGUAGE) OFFERINGS.  
SEE YOUR COUNSELOR FOR LANGUAGE ACQUISITION (WORLD LANGUAGE) DUAL ENROLLMENT  
OFFERINGS.**

# SPECIAL PROGRAMS

## **SNR 012 SENIOR SEMINAR (1 Trimester)**

Students will work towards transitioning from high school to post-secondary life. During this course, students will complete post-secondary applications, work on a capstone project of their career pathway and improve individual communication skills. In addition, students will learn strategies to help them be successful in post-secondary studies such as reading, note taking, memorization techniques and learning theories.

## **ALD 091 BEGINNING LEADERSHIP (3<sup>rd</sup> Trimester) Prerequisite: permission from instructor**

Students will study and develop essential leadership skills such as time management, goal setting and team building. Students will be exposed to guest speakers, readings and activities designed to develop these skills.

## **ALD 093/094 ADVANCED LEADERSHIP (2 Trimesters) Prerequisite: permission from instructor**

Students will put learned leadership into practice by planning and coordinating school activities such as: Homecoming, Picture Day and the Fall Blood Drive. Activity planning will focus on community service, school spirit and social opportunities. Students must go through an application process in the previous school year.

## **ACT 010 SAT TEST PREP (1 Trimester) Prerequisite: 11th Grade**

Most juniors will be expected to take this course designed to improve student performance on the SAT and other standardized tests. Based on previous standardized test scores some juniors will be placed in this course.

## **SPECIAL EDUCATION**

Each qualifying student with an IEP will have an annual meeting to determine a course of study to meet their educational goals. Support will be available in each academic area of need.

## **ENG 089/090/091 ELL (3 Trimesters)**

Students will be introduced to the American sound system and quickly expand their working oral vocabulary. This course will equip students to perform vital language-based functions in school and the community.

## **MATH 011/012/013 MATH 180 (3 Trimesters)**

**See counselor for eligibility requirements.** The Math Concepts course is designed to address skill gaps students may have. Assignments are determined by test scores (NWEA, APS) or teacher recommendations or both. The program addresses the needs and operating level of each student and assigns skills to be mastered accordingly. The course is designed as an intervention that complements the classroom instruction, core curriculum, and the state standards. The goal of this course is to help each student improve their math skills and gain confidence in their ability.

## **ALD 098 YEARBOOK (1 Trimester)**

**Prerequisite: permission from instructor**

As a result of their learning, students will be able to evaluate content of photos, design original layouts, apply computer skills for page layout design, apply typesetting measurements and type values, and distinguish between objective and subjective writing. Students will develop editing skills, business management skills and journalism skills. The class is responsible for the production of the yearbook. Yearbook emphasizes photo journalism. It is the combination of photographs and print so that the history of one school year is recorded.

## **FRX 090 FRESHMAN SEMINAR (1 Trimester)**

Freshman seminar is a first trimester course required for all incoming freshmen at Adrian High School. Overall concepts include: what it means to be an Adrian Maple and how to prepare as a high school student. Identity development, personal accountability, civic engagement, academic skills, careers, and these seven habits of highly effective teens. The course seeks to assist students toward understanding who they are, their role as students and community members, and their purpose at AHS.

## **ONLINE COURSES**

**See counselor for eligibility requirements and available courses.**

# COLLEGE COURSE/ DUAL ENROLLMENT

Dual enrollment is a program where a student has an opportunity to take college courses during their high school career while attending Adrian High School. Adrian Public Schools will pay for the cost of tuition, technology fee and student service fee. However, if the student fails, withdraws or does not attend their dual enrollment class, they will be responsible for the entire cost charged/paid by APS. The cost of all other fees are the responsibility of the student/parents, including books and supplies (unless otherwise indicated). The following are guidelines for dual enrollment, students must have:

## **Eligibility:**

1. 3.0 G.P.A or higher
2. Obtained qualifying composite score on one of the following assessments:  
PSAT 8 PSAT 11(CR+M), PSAT 10, SAT (CR+M)
3. Good attendance/passing all AHS classes

## **Course Selection:**

1. Students should check course catalog on-line:
  - Adrian College: See your counselor for updated course catalog
  - Siena Heights: [https://mysiena.sienaheights.edu/ics/Course\\_Availability.jnz](https://mysiena.sienaheights.edu/ics/Course_Availability.jnz)
- Course selected cannot be of religion or a hobby course
- Course must be a minimum of 2 credits
- Watch for pre-requisites (ex. must have ENGI01 before taking CRJ105)
- Choose 100 level classes (unless you completed 100 level previously)
- Do not select a class that includes a lab

## **Dual Enrollment FYI:**

- ⇒ Seniors are permitted to take a dual enrollment English or Math class in lieu of English 12 or math related class for graduation requirement. Juniors may dual enroll in English with administrator approval, but will also be required to take English 11 at AHS at the same time.
- ⇒ If your dual enrollment class conflicts with a scheduled class at AHS (you must make arrangements with your AHS teacher regarding assignments/time missed)
- ⇒ Check on Michigan Transfer Agreement website to view if/how course will transfer to the college you are interested in attending in the state of Michigan
  - <https://www.mitransfer.org/michigan-transfer-agreement>. Also verify with the college you are going to be attending about transfer option if class is taken for high school credit.
- ⇒ If a college class (ex Sociology) is offered at AHS you must have taken the class at AHS first.
- ⇒ You will only receive 0.5 credit per college class. Consider number of credits you have currently earned –you need 34 credits to graduate
- ⇒ All dual enrollment classes taken for high school credit will be on a 5.0 GPA scale with letter grade given.(upon receiving a passing grade)
- ⇒ Siena Heights University, Adrian College, & Jackson College maybe in session during high school breaks (so plan accordingly)

## **Suggested Courses:**

Adrian College: General Psychology, Intro to Sociology, Music Theory I

Siena Heights: Reading and Writing I, Reading and Writing II, Intro to Communications, Intro to Criminal Justice, College Algebra, Music Theory, Intro to Psychology, Intro to Theatre, Intro to Social Work, Intro to Business

Jackson College: Writing Experience 1, Intro to Psychology, Intro to Criminal Justice, College Algebra, Statistics

# **CAREER DEVELOPMENT**

In order to enter the Tech-Center, a student **MUST SUBMIT AN APPLICATION TO BE APPROVED BY AHS and THE TECH-CENTER.** The student will spend two periods at the Tech-Center in one of two sessions offered in the morning or afternoon. AHS provides transportation to and from the Tech-Center for each session. Special driving permits may be requested for students with extenuating circumstances.

## **Art & Communication:**

- Graphic Imaging Technology**
- Video & Audio Production**

## **Business, Management, Marketing & Technology:**

- Accounting**
- Computer Information Services**
- Computer Programming**
- Culinary Arts**
- Marketing & Entrepreneurship**

## **Engineering/ Manufacturing & Industrial Technology:**

- Automotive Collision Repair & Refinish**
- Automotive Services Technology**
- Building Trades & Construction Careers**
- Engineering, Design & CAD**
- Engineering, Robotics & Emerging Technologies**
- Machining & Computer Aided Manufacturing (CAM)**
- Residential Construction**
- Welding Technology**

## **Health Science:**

- Certified Nurse Aide (CNA)**
- Dental Aide**
- Emergency Medical Technician (EMT)**
- Health Care Careers**
- Nursing Preparation**

## **Human Services:**

- Education Careers**
- Work Experience**
- Public Safety**

## **Natural Resources & Agriscience:**

- Agri-Tech**
- Biochemical Technology**
- Horticulture**
- Sustainable Agriculture & Environmental Science**

## **Hudson Mechatronics**

## **Addison Firefighter Program**

## **LISD Supported CTE Programs**

CTE programs have been established in Lenawee County through collaborative planning among educational leaders and local business and industry partners. These programs are designed to meet the needs of students as well as job forecast demands, with the opportunity to partake in a capstone experience at the LISD TECH Center. As Lenawee County continues to align educational opportunities for students to the ever-growing demands of business and industry, these programs are available to all students countywide will play a role in the goal of meeting the demand for talent in today's workforce.

**The Southern Michigan Center for Science and Industry** - Located at the Hudson SMCSI building and the Tecumseh Public Schools, the SMCSI provides students the advanced, multi-disciplinary field of engineering that is critical to the modern manufacturing industry. It includes a combination of mechanical and electrical engineering, including hydraulics, pneumatics and robots. Students will have the opportunity to network with industry leaders through a variety of experiences ranging from site tours to apprenticeships.

**PLTW Biomedical Science** - Located in the Madison School District, the Project Lead the Way Biomedical Science program immerses students in the areas such as human body systems, medical interventions and biomedical innovation. PLTW Biomedical Science empowers students to build knowledge and skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical thinking, communication and collaboration.

**Agricultural Sciences** - Located at the Sand Creek Community Schools, Agricultural Science courses ranging from Environmental Science, Zoology, Botany, and Leadership offer students the opportunity to partake in a diverse range of agricultural topics and experiences. Through these programs, students have the opportunity to participate in hands-on activities within the classroom and with local leaders in the field of agriculture. These experiences, along with the opportunity to be a member of FFA provide students skills for a capstone experience at the TECH Center or in post-secondary.

# WHAT IS INTERNATIONAL BACCALAUREATE (IB)?

## DIPLOMA PROGRAMME (DP)

In March of 2010, Adrian High School was authorized as an International Baccalaureate Diploma Programme World School by the International Baccalaureate governing body in Geneva, Switzerland. DP is designed as an academically challenging and balance programme of education with final examinations that prepares students, during the junior and senior year, for success at university and life beyond.

DP students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from 6, or the students may choose another subject from groups 1 to 5. In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Students may enroll for the entire Diploma Program or they may choose to sit for individual IB courses for a certificate. Certificate students will fulfill all of the requirements of the internal IB assessments and sit for the final IB exam in May.

Please see page 30 for DP course descriptions. Contact the Adrian High School DP coordinator for more information.

\*\*\*For more information about the International Baccalaureate Organization and its programs, visit: [www.ibo.org](http://www.ibo.org).

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

### DP core requirements also include:

#### Creativity, Action and Service (CAS)

One hundred and fifty hours in experiential education is required for the International Baccalaureate Diploma. Students begin work in CAS in the junior year and complete the hours as seniors. Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic area

#### Extended Essay (EE)

Diploma candidate students are required to write a 4,000 word research-based essay which they will begin the junior year. Working with a teacher mentor/guide they will formulate a research model, draft the essay extensively revise, and prepare a finished paper. The extended essay, with a prescribed limit of 4,000 words, offers students the opportunity to investigate a topic of individual interest and acquaints them with the independent research and writing skills expected at a post-secondary level.

### IB Online Courses with Pamoja Education

Certain online DP courses will be offered through Pamoja Education. These courses fulfill DP requirements and begin in the junior year regardless of whether the course is a High Level or Standard Level course. All aspects of DP assessment must be taken as a part of the online course. Courses taken in this way must be approved by the DP Coordinator. Online course selections need to be made at the end of the sophomore year. Please see the DP Coordinator.

#### Online IB Courses

##### Group 2

Mandarin *ab initio*  
Spanish *ab initio*  
French *ab initio*

##### Group 3

Psychology SL  
Business and Management SL/HL  
Economics SL/HL  
ITGS SL  
Philosophy SL

##### Group 5

Mathematics HL

##### Group 6

Film SL



# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

## EXPERIMENTAL SCIENCES- BIOLOGY SL

**IBSCI 740/741/742 IB BIOLOGY I A/B/C- 11<sup>TH</sup>**

Biology SL students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Biology SL will cover six core topics and involve the student in one optional area of study, and independent research experiment and a Group 4 project. This class will be taught over 3 trimesters/150 hours.

## EXPERIMENTAL SCIENCES- CHEM HL/SL IBSCI 743/744/745 IB CHEM I A/B/C- 11<sup>TH</sup> IBSCI 847/848/849 IB CHEM II A/B/C- 12<sup>TH</sup>

This course will encompass the foundations of chemistry including studies of atomic structure, periodicity, chemical and physical changes, writing and interpreting equations, acid-based chemistry, oxidation-reduction, equilibrium, kinetics, energetics, organic chemistry, along with designing, performing and analyzing common laboratory experiments.

## MATHEMATICS- MATH STUDIES SL

**IBMTH 750 IB MATH STUDIES I A- 11<sup>TH</sup> IBMTH 850/851/852 IB MATH STUDIES II A/B/C- 12<sup>TH</sup>**

This course concentrates on mathematical applications to real-world occurrences and includes project work and investigative learning. Topics studied include: basic and applied Algebra, Sets, Logic, and Probability to name a few. Students should have knowledge of basic processes in Algebra, Statistics, and Geometry

## MATHEMATICS- MATHEMATICS SL

**IBMTH 755 IB MATHEMATICS I A- 11<sup>TH</sup> IBMTH 855/856/857 IB MATHEMATICS II-A/B/C- 12<sup>TH</sup>**

This course concentrates on mathematical applications to real-world occurrences and includes project works and investigative learning. Students entering this course need fundamental skills and knowledge of the basic processes in Algebra, Geometry, Algebra 2 and 1 trimester of Pre-Calculus.

## ARTS- VISUAL ARTS SL/HL

**IBAC 960/961/962 IB VISUAL ARTS- A/B/C**

Students will develop their own body of work which represents individual research and development of artistic expression. Course work and guidance will be provided by the instructor. Students will create works in various media inspired by their own personal research and investigation. The structure of the course is designed to provide students with the opportunities to develop an aesthetic sense, imagination and creativity. Students will work with a variety of visual media limited only by resources available to the individual. An investigative journal is required to be kept by each student for research assignments and individual areas of inquiry. Students who select Visual Arts HL are committing to a two year course.

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

## ENGLISH A: LITERATURE HL

IBENGL 707/708/709

IB ENGLISH I A/B/C – 11<sup>th</sup>

The literature course will foster the deep reading of literature based on the craft and art of works that promote an international awareness and a deeper understanding of one's own language. The study of works in translation, as well as those written in a student's mother tongue, allows for the rich exploration and comparison of ideas and concepts that illustrate the global perspectives of literature. Students will develop a broader understanding of the importance of literature as a creative and reflective voice of culture.

## ENGLISH A: LITERATURE HL WITH TOK

IBENGL 710/711/7112

IB ENGLISH I TOK A/B/C – 11<sup>th</sup>

IBENGL 810/811/812

IB ENGLISH II TOK A/B/C – 12<sup>th</sup>

The literature course will foster the deep reading of literature based on the craft and art of works that promote an international awareness and a deeper understanding of one's own language. The study of works in translation, as well as those written in a student's mother tongue, allows for the rich exploration and comparison of ideas and concepts that illustrate the global perspectives of literature. Students will develop a broader understanding of the importance of literature as a creative and reflective voice of culture. In this course students will also explore Theory of Knowledge, which encourages students to consider different perspectives, identify areas of knowledge, and explore how they learn. This portion of the class provides the students with the opportunity to develop an awareness of a variety of perspectives.

## LANGUAGE B- SPANISH SL

IBFLG 720

IB SPANISH I A - 11<sup>th</sup> IBFLG 820/821/822 IB SPANISH II A/B/C- 12<sup>th</sup>

Within the scope of all of the IB disciplines, Language B, Spanish Standard Level is the course that represents the linguistic appeal of internationalism. Students receive four trimesters of instruction focused on developing students' language proficiency and cultural awareness.

Students may not begin the cycle unless they are in their fourth year of studying the language or can demonstrate proficiency equal to students at that level.

## INDIVIDUALS AND SOCIETIES- HISTORY OF THE AMERICAS/ 20<sup>TH</sup> CENTURY WORLD HISTORY HL

IBSOC 730/731

IB HISTORY OF THE AMERICAS I A/B- 11<sup>th</sup>

IBSOC 830/831/832 IB HISTORY OF THE AMERICAS II-A/B/C-12<sup>th</sup>

History of the Americas/20<sup>th</sup> Century World History is a class completed over the time period of the Junior and Senior years. The junior year of the course will cover one trimester and the primary focus will be on the Americas including not only the United States, but the entire Western Hemisphere from the War of 1812 to the present. The three trimesters of the senior year will focus on 20<sup>th</sup> Century World History with special emphasis on World War II, The Cold War, The Great Depression and the Arab/Israeli conflict. This course will be taught at the level equivalent to that of the freshman/sophomore years in college.

## **VIRTUAL OR CREDIT RECOVERY CLASSES**

VR ALGEBRA I VR GEOMETRY VR ALGEBRA II  
VR PRE-CALCULUS VR SENIOR MATH  
VR ADVANCED CALCULUS  
VR ENGLISH 9  
VR ENGLISH 10  
VR ENGLISH 11  
VR ENGLISH 12  
VR ACADEMIC SUCCESS  
VR AFRICAN AMERICAN STUDIES  
VR ART HISTORY AND APPRECIATION VR BIOLOGY  
VR CAREER EXPLORATIONS  
VR CHEMISTRY  
VR CIVICS  
VR CONSUMER MATHEMATICS VR ABINITIO  
VR EARTH AND SPACE SCIENCE  
VR ECONOMICS  
VR HEALTH  
VR INTRODUCTION TO SOCIAL MEDIA  
VR MUSIC APPRECIATION  
VR NATIVE AMERICAN STUDIES: CONTEMPORARY PERSPECTIVES  
VR NUTRITION AND WELLNESS  
VR PERSONAL FINANCE VR PHYSICAL EDUCATION  
VR PHYSICAL SCIENCE  
VR PSYCHOLOGY VR SOCIAL ISSUES VR SOCIOLOGY  
VR GOVERNMENT  
VR US HISTORY  
VR WORLD GEOGRAPHY  
VR WORLD HISTORY  
VR SPANISH 1  
VR SPANISH 2

# NCAA FRESHMAN ELIGIBILITY STANDARDS

## Core Courses

**NCAA Division I requires 16 core courses.** This rule applies to any student first entering any Division I college or university. See the chart below for the breakdown of this 16 core-course requirement.

**NCAA Division II requires 16 core courses.** See the breakdown of core-course requirements below.

## Test Scores

- **Division I and Division II** you must earn the SAT score matching your core-course GPA on the corresponding Division sliding scale. .
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

**All SAT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

## Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- **Division I** grade-point-average requirements are core course minimum of 2.300.
- **The Division II** grade-point-average requirement is a minimum of 2.200.

DIVISION I
16 Core-Course Rule
<b>16 Core Courses:</b> 4 years of English. <b>3 years of mathematics (Algebra I or higher).</b> 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. <b>4 years of additional courses</b> (from any area above, foreign language or nondoctrinal religion/philosophy).

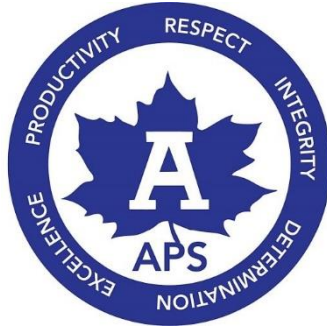
DIVISION II
16 Core-Course Rule
<b>16 Core Courses:</b> 3 years of English. 2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 3 years of additional English, mathematics or natural/physical science. 2 years of social science. <b>4 years of additional courses</b> (from any area above, foreign language or nondoctrinal religion/philosophy).

### **OTHER IMPORTANT INFORMATION**

- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT scores will be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org).

NCAA DIVISION I FULL QUALIFIER SLIDING SCALE CORE GRDE-POINT AVERAGE/ TEST-SCORE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	900	68
2.475	910	69
2.450	920	70
2.425	930	70
2.400	940	71
2.375	950	72
2.350	960	73
2.325	970	74
2.300	980	75
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86



### **Who is eligible to participate in virtual course offerings provided under Section 21f of the State School Aid Act?**

Pupils enrolled in any grade 9-12 in a public local district or public school academy may enroll in a virtual course. This could include pupils who enroll through a district on a part-time basis, such as those participating in a shared time program, as long as all applicable membership requirements are met. Consent of the parent or legal guardian is not required if the pupil is at least age 18 or is an emancipated minor.

### **NOTES**

## VISION STATEMENT

Adrian Public Schools will provide dynamic, relevant, and rigorous global curriculum in a safe environment that fosters imagination, problem-solving, teamwork, and innovation to create a collaborative and deliberate learning pathway for each student.

## MISSION STATEMENT

In partnership with families and our community, Adrian Public Schools provides a quality education, challenging students to excel academically and inspiring them to become contributing citizens within our diverse, ever-changing society.

**Motivation**  
**Achievement**  
**Pride**  
**Leadership**  
**Enthusiasm**  
**Scholarship**



Administrative Offices:  
785 Riverside Ave., Suite 1  
Adrian, MI 49221

Phone: (517) 263-2115  
Español: (517) 417-6277  
Fax: (517) 265-5381

# **Adrian Community High School**



***PROGRAM OF STUDIES***

***2024-2025***

## **COURSE DESCRIPTIONS**

This Program of Studies contains short descriptions of courses. The description is summarized as student outcomes and student activities. The outcomes and activities listed are ones intended to help the student choose their courses. The outcomes and activities listed are NOT intended to be complete or all inclusive. They are stated only to help you and your student know the essence and direction of the course.

You need to pay special attention to requirements for each course.

## **TO THE PARENTS**

Parental involvement is an integral part of the scheduling process to ensure that the choices are sound and that they will help your student move towards graduation. Careful consideration must be given to both required course selections as well as elective class choices. The requirements are listed on the “Graduation Requirements” chart.

## **STUDENT SCHEDULING PROCESS**

The information in this Program of Studies will assist you in making your course selections. • Read all General Information • Review the Adrian Virtual Graduation Requirements.

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student’s needs. Any changes in a student’s schedule should be handled through the graduation coach or school director. Students may be denied course enrollment due to the need to pass prerequisites. Students are expected to complete their schedules.

## GRADUATION REQUIREMENTS

(1 course per semester = .5 credits)

CREDITS	CURRICULUM	REQUIRED COURSES
4	ENGLISH	English 9, English 10, English 11, English 12
4	MATH	Algebra, Geometry, Algebra 2, Senior Math
3	SCIENCE	Biology, Chemistry or Physics, plus one credit of additional science credit
3	SOCIAL STUDIES	Civics, Economics, US History and World History
1	PHYSICAL EDUCATION & HEALTH	Health and Physical Education
1	PERFORMING, APPLIED, OR VISUAL ART	Includes Art, Music, and Tech courses
2	WORLD LANGUAGE	Spanish
.5	Personal Finance	Personal Finance (Starting with Class of 2028)
<b>Total</b>  <b>18+ credits</b>	<b>ADDITIONAL REQUIREMENTS</b> <ul style="list-style-type: none"> <li>Students must take all components of the Michigan Merit Exam.</li> </ul>	

**PARENT NOTIFICATION:** Parents are notified of their student's progress regularly through report cards, progress reports, and Edmentum online login access.

**COURSE REQUIREMENTS:** Credit toward graduation is earned by passing individual elective and required courses. Credit is granted upon meeting the minimum requirements/objectives for each course.

**GRADUATION:** Student progress at the high school level is measured by the number of credits earned. This is a combination of required and elective course work over 4 years.

## **EDUCATIONAL DEVELOPMENT PLAN**

### **WHAT IS AN EDP?**

An Educational Development Plan is a plan of action in which students identify and record career goals and pathway to achieve personal achievements, work experiences, and much more.

### **WHAT IS THE PURPOSE OF THE EDP?**

The purpose of the EDP is to assist students in developing an ongoing record of career planning that will guide them in taking effective steps to enter or to advance career choices. It is instrumental in their planning of courses for high school and beyond. It provides many resources regarding careers and post-secondary education and training.

### **WHO SHOULD HAVE AN EDP?**

EDP's are required for students in grade 7 through 12.

### **HOW OFTEN ARE EDP'S UPDATED?**

The EDP should be updated each year. It is designed to be a progression of planning activities as students advance from one grade to the next.

### **WHAT IS THE ROLE OF THE PARENT?**

Parents/Guardians can help their children discover jobs that relate to their interests and hobbies. They can also create an atmosphere of career awareness in the home and explore training/college preparation needs for various careers. Helping children to understand what they can be is the first piece to the puzzle.

### **HOW CAN I LOOK AT MY CHILD'S EDP?**

Please contact the school counselor for this information.

## USING CAREER PATHWAYS

"Failure to prepare, is preparing to fail." John Wooden

A pathway is a route taken to a destination. Sometimes pathways are well defined and direct, while other times they can wander and change course. In either case, the more time you spend planning your route, the less likely you will fail. Changing your mind about your future is okay. Pathways should not be viewed as separated tracks that never join. Instead, they are more like the highways on a map, with each one connecting to every other, directly or indirectly, creating many opportunities for you to choose your own route to explore your personal interests and strengths.

The purpose of this booklet is to help students and parents make better decisions when planning for the future. It contains information about classes that a student might take at Adrian High School to better prepare him/her for post-secondary opportunities. This information is for any student whether he/she is thinking about entering the workforce immediately after graduation, attending a technical school or community college, or pursuing a four-year or graduate degree. We encourage each student and parent to review the information in this booklet and use it as a guide to select the best pathway to the future.

### Career Pathways & Career Options



**Arts & Communications Careers** in arts and communications relate to the humanities and to the performing, visual, literary, and media arts



**Health Sciences Careers** in health science: are for people who are interested in promoting good health, treating injuries, health conditions, or controlling diseases



**Business, Management Marketing & Technology Careers** in business, management marketing, and technology require attention to detail, calculating, coordinating, implementing, and evaluating



**Human Services Careers** in human services focus on helping people learn, protect themselves and others, solve problems, and attend to their personal and consumer needs, rights, and responsibilities



**Engineering/Manufacturing & Industrial Technology Careers** related to technologies necessary to design, develop, install, or maintain physical systems.



**Natural Resources & Agriculture Careers** in natural resources and agriculture are for people who are interested in the environment how things grow and develop, and the outdoors

## ENGLISH



### ENGLISH 9

English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

### ENGLISH 10

This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

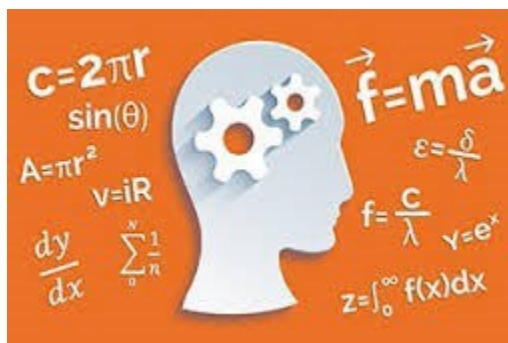
### ENGLISH 11

English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era, and presents learners with relevant cultural and political history. Readings are scaffold with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

### ENGLISH 12

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exempted pretests allow students to focus on content that they have yet to master.

## MATHEMATICS



### ALGEBRA 1

A comprehensive study of all of the concepts of Algebra I required to meet state and Common Core standards. With multiple opportunities for practice and review, students easily master skills including variables, linear equations, quadratic equations, function notation, and exponential functions.

### ALGEBRA 2

Algebra 2 expands on the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms. The course units are competency-based. Learners experience new situations which they practice in a real-world environment and match to previous learning.

### GEOMETRY

A comprehensive examination of geometric concepts, each lesson provides thorough explanations and builds on prior lessons. Step-by-step instruction and multiple opportunities for self-check practice develop skills and confidence in students as they progress through the course. The course features animations, which allow students to manipulate angles or create shapes, such as triangles, engage students in learning and enhance mastery. Labs extend comprehension by giving students hand-on experiences.

### SENIOR MATH

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real-World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

### PRECALCULUS

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

## PROBABILITY AND STATISTICS

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

## INTEGRATED MATH 1

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

## INTEGRATED MATH 2

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

## INTEGRATED MATH 3

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

## SCIENCE



### BIOLOGY

Students develop a clear understanding of the sometimes-complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

### CHEMISTRY

The course surveys chemical theory, descriptive chemistry, and changes in matter and its properties. Students learn how to classify different states of matter as well as how atoms and compounds are structured. Additional areas of discussion include chemical energetics, measurements, bonding, stoichiometry, ionization, hydrocarbons, oxidation and reduction. A variety of simple lab experiments are included.

### EARTH AND SPACE SCIENCE

This course takes an in-depth look at the materials and processes that continuously shape the Earth and the Universe. It explores the effects that a growing human population has on Earth's natural resources and how scientific inquiry, technology, and environmental awareness can help to sustain our planet.

### INTEGRATED PHYSICS AND CHEMISTRY

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

### LIFE SCIENCE

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with middle school life science. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the National Research Council (2006, p. 3).

**Lab materials note:** All hands-on labs employ relatively-common household materials. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

## PHYSICAL SCIENCE

This course is all about matter and energy. It discusses the atomic and molecular structure of substances and how chemical reactions lead to changes in properties of substances. The course also models how forces affect the motion of objects, including fields of force such as gravity, electricity, and magnetism. Students will see practical applications of forces and energy as they investigate simple machines, motors, generators, and electromagnets. They will also experience how sound, light, and heat interact with different forms of matter.

## PHYSICS

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

## SOCIAL STUDIES



### CIVICS

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information. Every unit features both factual and conceptual study questions. Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.

### ECONOMICS

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

### U.S. HISTORY

This course not only introduces students to early U.S. History, but it also provides them with an essential understanding of how to read, understand, and interpret history. For example, the first unit, The Historical Process, teaches reading and writing about history; gathering and interpreting historical sources; and analyzing historical information. While covering historical events from the founding events and principles of the United States through contemporary events, the course also promotes a cross-disciplinary understanding that promotes a holistic perspective of U.S. History.

### WORLD HISTORY

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

### U.S. GOVERNMENT

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

## WORLD GEOGRAPHY

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

## PHYSICAL EDUCATION AND HEALTH



### HEALTH

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

### PERSONAL FITNESS

What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have—yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.

### PHYSICAL EDUCATION

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

### HEALTH AND PERSONAL WELLNESS

This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

### PERSONAL HEALTH AND FITNESS

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and

physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

## PERFORMING, APPLIED, OR VISUAL ART



### ART HISTORY AND APPRECIATION

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

### MUSIC APPRECIATION

In a time of an increasing emphasis on STEM courses and skills, it remains essential to provide your students with opportunities to explore the arts from both an informational and career-oriented perspective. In Music Appreciation, students will explore the history and evolution of music, learn the elements of music and musical notations, and the contributions of popular music artists and composers. A variety of lessons, activities, and discussions will help to develop an awareness and appreciation of music that will develop not only critical thinking skills, but life enriching skills as well.

## WORLD LANGUAGE



### FRENCH 1

These courses are based on a researched scope and sequence that covers the essential concepts of French. Class discussions provide an opportunity for discourse on specific topics in French. A key support tool is the Audio Recording Tool that enables students to learn a critical skill for French: listening and speaking. Beginning with learning personal greetings and continuing through practical communications exchanges, French 1B introduces students to the skills necessary to make the most of traveling to French-speaking countries.

### FRENCH 2

Each of these semesters is designed to build on the principles mastered in French 1 and use a combination of online curriculum, electronic learning activities, and supporting interactive activities to fully engage learners. Unit pretests, post-tests, and end-of-semester tests identify strengths and weaknesses, helping to create a more personalized and effective learning experience. As with French 1, these 90-day courses emphasize practical communication skills while also building intercultural awareness and sensitivity.

### GERMAN 1

As with all Edmentum world language courses, German 1 A and B address two primary issues: providing a meaningful context that encourages learners to think in the target language as much as possible; and introducing grammatical concepts without over reliance on grammatical analysis. German 1A focuses on communicating basic and practical greetings and personal information. German 1B consists of five units over about 14 weeks, with an emphasis on a variety of practice types throughout the course.

### GERMAN 2

According to *The Economist* and the Census Bureau, German-American is America's largest single ethnic group, with over 46 million Americans claiming German Ancestry. German 2 A and B tap into learners' latent interest in their cultural past, present, and future. These courses employ direct-instruction approaches, including application of the target language through

activities. Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific topics in German.

### SPANISH 1

Spanish is the most spoken non-English language in U.S. homes, even among non-Hispanics, according to the Pew Research Center. There are overwhelming cultural, economic, and demographic reasons for students to achieve mastery of Spanish. Spanish 1A and B engage students and use a variety of activities to ensure student engagement and to promote personalized learning. These courses can be delivered completely online, or implemented as blended courses, according to the unique needs of the teacher and the students.

### SPANISH 2

Spanish 2A and B utilize three assessment tools that are designed specifically to address communication using the target language: Lesson Activities, Unit Activities, and Discussions. These tools help ensure language and concept mastery as students grow in their understanding and use of Spanish. Learning games specifically designed for language learning are used and can be accessed on a wide variety of devices.

### SPANISH 3

Spanish 3A and B take a unique approach by setting the lessons in each unit in a specific Spanish-speaking locale, immersing students in the language and in a variety of Hispanic cultures and issues. For example, Unit 5 in Semester B includes a discussion of the environmental issues in Argentina. Concluding the three-year cycle of Spanish courses, Spanish 3A and B effectively combine group and individual learning and offer activities and assessments to keep students engaged and on track.



## ACADEMIC SUCCESS

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

## ACCOUNTING

The Bureau of Labor Statistics identifies accounting as one of the best careers for job growth in the next decade. This course empowers high school students with the essential skills they need to understand accounting basics. Lessons include Account Types (assets, liabilities, expenses, etc.), Fundamentals of Bookkeeping, Financial Statements, and Careers in Accounting. Engaging and relevant, this course particularly helps both those students with an accounting career orientation, and those in need of an overview of essential accounting principles.

## CAREER EXPLORATIONS

The 21 lessons and additional activities in this one-semester course are fundamental to ensuring career readiness on the part of your students. Covering such essentials as developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations, Career Explorations develops not just essential skills, but the confidence in themselves and their abilities to present themselves that your students need as they prepare to embark on their chosen careers.

## CAREER SKILLS

This course helps students understand and practice critical life and workplace readiness skills identified by employers, state boards of education, and Advance CTE. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. These skills are universally valuable but sometimes assumed or glossed over in more career-specific courses. For that reason, this provides students with a solid foundation in their career studies.

## CREATIVE WRITING

This course is designed to get students to pursue creative writing as a vocation or as a hobby. To that purpose, it exposes them to different genres and techniques of creative writing, as also the key elements (such as plot and characterization in fiction) in each genre. Great creative writing does not come merely by reading about the craft—one also needs ideas; a process for planning, drafting and revising; and the opportunity to experiment with different forms and genres. The lesson tutorials in this course familiarize students with the basic structure and elements of different types or genres of writing. The course is based on Career and Technical Education (CTE) standards designed to help students prepare for entry into a wide range of careers in creative writing fields.

## ENVIRONMENTAL SCIENCE

This course is designed to introduce students to the history of environmental science in the United States, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Students will learn about the importance of environmental science as an interdisciplinary field. They will describe the importance of biodiversity to the survival of organisms, and learn about ecological pyramids. They will discuss the effects of climate change and explore different types of adaptation. They will describe the steps of the water cycle, and discuss how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment.

## HEALTH SCIENCE 1

The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the health science industry. Semester A is designed to enable all students at the high-school level to understand the basic structure and function of the human body and it will help the students identify and analyze the diseases and medical procedures related to each body system. Semester B will help the students develop an understanding of biomolecules such as proteins, carbohydrates, and lipids; biological and chemical processes; and various diseases that affect the body.

## HEALTH SCIENCE 2

This course is designed to enable all students at the high-school level to learn the basics of health science. The course will help the students develop an understanding of the academic qualifications, personal skills, training, and use of healthcare tools required to work in the healthcare industry. The course is based on Career and Technical Education (CTE) standards to help students develop technical knowledge and skills needed for success in the healthcare industry.

## NUTRITION AND WELLNESS

This course is designed to enable all students at the high school level to develop the critical skills and knowledge that they will need to be successful in careers throughout their lives. The course is based on Career and Technical Education (CTE) standards to help students prepare for entry into a wide range of careers and/or into postsecondary education.

## PERSONAL FINANCE

Financial literacy is an increasingly essential capability as students prepare for the workforce, and this 18-lesson course provides the information they need to determine if a career in finance

is right for them. The course uses games and online discussions to effectively facilitate learning, while introducing your learners to a variety of topics, including investment strategies, money management, asset valuation, and personal finance.

#### SPEECH Public Speaking 1a: Introduction

Does the thought of speaking in front of people makes you break out in hives? Maybe you want tips on how to make that first great impression? In both cases, Public Speaking 1a:

Introduction may be just what you need. In this course, you will learn from famous orators, like Aristotle and Cicero, understand the influence of rhetoric, and discover how to recognize bias, prejudice, and propaganda. You will also learn how to plan a speech, build an argument, and communicate effectively, while collaborating with others. Grab your notes and get ready to conquer public speaking!

#### SPEECH Public Speaking 1b: Finding Your Voice

If you've learned the basics and are ready to expand your public speaking skills, Public Speaking 1b: Finding Your Voice is for you. In this course, you'll master the fundamentals of public speaking through practice and eventually learn to speak confidently in front of large groups. Explore the use inductive and deductive reasoning, learn how to prepare a speech outline, and discover how to write your own speech using correct and emotive language. This course will also help you to develop self-efficacy and self-esteem, reduce your fear of public speaking, and teach you how to use body language effectively. You'll also learn how to stand back and critically examine your own work in order to identify areas for improvement.

**M**otivation **A**chievement **P**ride **L**eadership **E**nthusiasm **S**cholarship

## EXECUTIVE SUMMARY

---

**DATE:** July 22, 2024

**CONTACT PERSON:** Nate Parker

### **PURPOSE:**

To Honor the work and dedication of Lindel (Del) Cochran to Adrian Public Schools. Mr. Cochran was a Maple Alum (Class of 1961), served as a teacher and coach in the District, and was a Building Administrator, Board of Education Member, and the District's Superintendent from 2004 - 2008.

### **EXPLANATION:**

The Superintendent recommends that the conference room in the central office be named "The Del Cochran Conference Room" in honor of Del Cochran.

Del Cochran graduated from Adrian Public Schools in 1961. From 1967 to 1999, Del was a teacher, coach, and administrator for his Alma Mater. Del served as principal of Comstock, Prairie, and McKinley elementary schools and finally Principal of Adrian Middle School 5-6, now The Drager Early Childhood Center. He also served as Vice President of the Adrian High School Alumni Association from 1987 - 1989. In 1999, Mr. Cochran retired from Adrian Public Schools and was elected a trustee of the Board of Education in 2002 - 2003, where he also served as Vice President. Mr. Cochran was hired as Superintendent in 2004 and served the District until 2008. In addition to providing steady and trusted leadership for the District, Del was instrumental in the passage of the 2004 Apple Bond. Del has supported the District in many ways during his retirement, including financially. This also included serving as interim superintendent in 2014.

### **Board Policy 3302.01 For Naming Facilities establishes the following:**

#### 3302.01 Naming Facilities

The Board retains sole authority to name District facilities. For purposes of this Policy, a "facility" includes any portion of a facility that may be separately named (e.g., library, cafeteria, building wing). For purposes of this Policy, "naming" also includes renaming an existing facility.

The Board must review and discuss a recommendation or nomination to name a facility in at least two (2) open meetings over a two (2) month period. The Board will not act immediately on a request to name or rename a facility.

In naming a facility, the Board will generally (but is not required to) solicit the feedback of the local community.

The Board will name facilities after the following people, whether current or former or alive or deceased: employees, Board members, District students, community members, a donor who gives a substantial donation to the District, or others who, by their contributions in effort, interest, devotion, exemplary life, attainment, or other factors deemed relevant by the Board have furthered the interest of the District.

In deciding whether to name a facility after a donor, the Board will consider the donation amount, whether the donated amount is for a particular facility, and the connection between the donor and the District or the community.

The Board may sell naming rights to a particular facility.

The Superintendent or designee may negotiate a contract to sell naming rights, subject to final Board approval.

The proceeds of such a sale may be used at the Board's sole discretion.

**RECOMMENDATION:**

The Superintendent recommends that the Adrian Board of Education review the recommendation to name the Superintendent's conference room "The Del Cochran Conference Room."